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Organisation of Independent Work of Students in Nonlinguistic Higher Education Institutions when Learning a Foreign Language on the Example of the Moodle Educational Platform

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Abstract. This paper considers the experience of using the Moodle virtual learning environment and learning and course management system, as this educational platform meets conventional pedagogical requirements and current trends in teaching methods of various disciplines, in particular, the foreign language. One of the most successful ways to intensify independent work is to integrate Moodle into the standard educational process of a higher education institution. The purpose of the study is to determine the advantages of using the Moodle system for organising independent work of first-year students of the State Biotechnological University on the example of analysing distance learning for students of the Faculty of Veterinary Medicine in the discipline "Foreign language (English) in professional activity". The paper presents the academic achievements of foreign and Ukrainian researchers who focused their attention on determining the features of learning a foreign language using the Moodle educational platform; provides the developed set of tasks for independent processing of educational material when studying a foreign language in a distance learning format. The following methods are applied: theoretical, diagnostic, and the method of pedagogical observation in natural conditions of the educational process. The use of the Moodle distance learning system in the organisation of independent work of students ensures a high quality of assimilation of educational material and provides a wide range of opportunities for practising useful skills in the discipline. Completing the tasks given in this study provides educational applicants with the opportunity to improve their professional training, and develop skills for self-education, self-awareness, self-improvement, and lifelong learning

Keywords: educational process in higher education, organisation of distance learning, independence of students, features of learning a foreign language

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INTRODUCTION

The standard form of education in higher education institutions in Ukraine is intramural, as it is the most prestigious and high-quality among all existing ones. Most applicants for education choose this form, because it is familiar and is considered the most effective. In particular, at the Faculty of Veterinary Medicine of the State Biotechnological University, training is carried out only in-person, due to its specifics. But with the advent of 2020, people realised the necessity and relevance of information technologies and, in particular, distance learning. At the moment, many people use Internet resources to perform their professional activities from a distance. This necessary measure, which was introduced in

connection with the pandemic, has led to significant changes in the education strategy. In the shortest possible time, both teachers and students switched to distance learning, as it fully meets all the requirements of modern life.

Notably, distance learning is not something completely new in the education system. Therefore, higher education institutions provide a large number of hours for independent work of students in various disciplines. To help students learn a foreign language, distance learning in parallel with intramural education has been widely used by teachers before. However, priority was still given to intramural education. With the development of modern technologies,

these two forms of education began to complement each other, which does not harm the educational process, but, on the contrary, makes it perfect and modern.

Distance learning is one of the most modern forms of education, in which the educational needs of an educational applicant are met in a convenient mode, and effective training programmes are selected and developed. Today, there are various forms and types of distance learning, namely, individual e-courses, video conferences, chat rooms, and other forms of organising communication online. Distance learning can be performed on various educational platforms: Moodle, Zoom, BigBlueButton, GoogleMeet, Discord, etc. This study used the Moodle and Zoom platforms, and the Quizlet app.

In modern realities, the issue of using educational electronic systems and, in particular, the Moodle system is becoming particularly relevant. Moodle is a free web resource that is used to create and manage courses. This system contributes to the effective organisation of the educational process and can be used both for distance education and to support intramural learning, in addition to classroom work: to repeat and consolidate the material passed, and eliminate gaps in case of missed classes.

The need to develop the independence of educational applicants of different ages was reflected in the studies on pedagogy and psychology. Most methodologists consider independent work to be a method of teaching and self-education, a didactic connection of various methods with each other. Independent work is an important factor in the theoretical and practical preparation of a student for future activities, and the development of necessary knowledge, skills, moral, and psychological qualities [1, p. 60].

The paper by S.G. Zaskaleta [2, p. 50] is devoted to the issue of independent work when studying a foreign language. According to the researcher, the goals of extracurricular work, for example, in English, are reduced to the development and maintenance of students' interest in a foreign language, improving the level of their practical speaking skills, expanding their worldview, memory, and forming their independence and organisation.

Psychologists, teachers, and methodologists constantly paid attention to the problem of distance learning. In particular, V.V. Vyshnivsky defines distance learning as "a set of information technologies that ensure the delivery of the main volume of educational material to the applicant of higher education, interactive interaction of educational applicants and teachers in the learning process; providing them with the opportunity to work independently on mastering educational material, and evaluating their knowledge and skills in the learning process" [3]. According to V.M. Kukhareno, "distance learning is a modern form of education that integrates elements of all types of education (intramural, extramural, part-time study) based on the use of the latest computer and telecommunications technologies. Distance learning uses different ways of transmitting educational material and, accordingly, different types of computer programmes are used" [4].

Methodologist Ye.V. Dolynsky highlighted a number of advantages of distance learning in comparison with traditional training, namely: "advanced educational technologies, availability of information sources, individualisation of learning, convenient consulting system, democratic relations between student and teacher, convenient schedule and place of work" [5, p. 202-207].

Research in this area is also conducted by Ukrainian researchers and at the present stage of pedagogical science. Thus, S.A. Sysoieva is engaged in studying the current state of distance learning in Ukraine and the use of such technologies in higher education institutions. The researcher analysed the achievements aimed at improving the results of using distance technologies in higher education, and identified further prospects for the development of these technologies in Ukraine [6, p. 272].

M.G. Kashchuk defines distance learning as a new organisation of education that combines the use of the best traditional methods of obtaining knowledge, new information and telecommunications technologies, and the application of the principles of self-education. The researcher identifies the advantages and disadvantages of using distance learning in the process of learning foreign languages, determines the role of teachers and applicants for higher education in the educational process [7, p. 69-73].

N.I. Ashitok focused her attention on the peculiarities of organising distance learning in the context of the spread of coronavirus. [8, p. 11-14]. The author paid attention to the application of digitalisation achievements as one of the ways to improve education. According to the researcher, digital technologies can perform not only a socio-economic function, but also the function of preserving health, ensuring a low level of coronavirus incidence among teachers and educational applicants. The subject of research by M.V. Karagodina was the attitude of students to distance learning during the pandemic [9, p. 270-272]. Using the questionnaire survey method, it was found that the percentage of students who consider distance learning convenient was higher compared to those who had difficulties with such training. The use of the distance learning format during the quarantine period is a powerful factor in the development of "e-education" in higher institutions. However, such training requires other resources (organisational, technical, personnel, professional); it requires testing and fixing other communicative patterns and styles in the subjects of the educational process (teachers and students); distance learning involves the development of a high level of motivation for "informal participation" in the educational process and awareness of their own responsibility for the results of the educational process.

Methods of using electronic resources in education, in particular, the capabilities of the Moodle platform, have been covered in papers and textbooks of many researchers for more than a decade. Thus, A.M. Anisimov [10] is the author of a textbook that covers in detail the work in the Moodle distance learning system. N.M. Bolyubash [11] considered the possibilities of practical application of methods

and forms of training that are involved in the development of professional competence of educational applicants in the process of professional training using the Moodle information environment. Ye.V. Pidchasov [12] focused his attention on the fact that in the process of distance learning, psychological characteristics should be considered, because distance learning has a significant impact on the development of personality as a participant in educational interaction. K.P. Osadcha *et al.* [13] analysed the tools that contribute to the support of individualisation and personalisation of learning using the Moodle interactive platform. These tools include configuring individual modules, elements, and resources of the platform. The author also highlights the main advantages of using this system, namely: convenience, flexibility, modularity, cost-effectiveness, interactivity, a wide range of knowledge control, the use of an assessment log and lesson planning tools. E.Yu. Zheleznyakova, I.V. Zmiyivs'ka [14] investigated the conditions of scientific organisation of independent work of students of higher educational institutions for high-quality training of specialists; evaluated the methodological significance of the use of internet technologies for studying and teaching academic disciplines; described new forms of independent work of students according to modern trends in the development of Ukraine. Researchers K.M. Rudnitska and V.V. Drozdova [15] analysed the problem of organising independent work of students in higher education; developed a new curriculum and a special course on learning a foreign language by students of nonlinguistic specialties; experimentally tested and proved the effectiveness of organising independent work of students using Moodle in the process of learning a foreign language.

In general, the attention of many researchers is attracted by this educational platform, because it meets the traditional requirements of pedagogy and modern trends in teaching methods of various disciplines, in particular, a foreign language.

The purpose of the study is to present the experience of implementing distance learning technologies for future veterinary doctors when mastering the discipline "Foreign language (English) in professional activity" using the capabilities of the Moodle educational content management platform; to demonstrate the advantages of using the Moodle system in organising independent work of students on the example of analysing distance learning. The study presents the author's developments implemented in the educational process in September 2021 and posted on the educational platform Moodle.

METHODOLOGICAL FRAMEWORK

This paper contains academic achievements of foreign and Ukrainian researchers on the features of learning a foreign language using the Moodle educational platform, and provides the developed set of tasks for independent processing of educational material when studying a foreign language in a distance learning format.

The following methods were applied in the process of research: theoretical (investigation and analysis of pedagogical, psychological, and methodological literature on the topic under study; analysis of the features and problems of students' independent work; generalisation of theoretical material; comparison of the main principles and ways to improve the effectiveness of students' independent work; a method of comparing approaches to the theoretical understanding of this problem in the aspect of studying in higher education institutions); diagnostic (study of students' independent activity during the remote study of topics; communication with future specialists; determining the level of development of independence and initiative); pedagogical observation in natural conditions of the educational process.

Several stages were carried out to achieve this goal. The first stage of the study was to understand the essence of distance learning, since it allows constantly gaining knowledge without disrupting the curriculum. Distance learning contributes to the development of self-education and self-improvement of each student. Methods of providing visual material remotely and eliminating the shortcomings of this training in practical classes that require direct interaction during the study of the topic are considered.

At the second stage of the theoretical review, the Moodle software was evaluated as one of the most accessible for students during distance learning; the importance of developing independence and individual work by students was highlighted; objective and subjective conditions for organising independent work were considered; the level of development of independent activity in the educational system of higher education was diagnosed.

The third stage contained an assessment of the quality of student's education in the process of distance learning using innovative technologies, namely Moodle. At this stage, a number of tasks are proposed and applied for independent processing of educational material when learning a foreign language using the Moodle online platform. In the process of developing the author's tasks for students, materials were used from the educational and methodical manual "English for vets. Tutorial" [16], which corresponds to the discipline "Foreign language (English) in professional activity".

The subject of this study is Moodle software, an assessment of the impact of distance learning on the quality of education of veterinary students.

RESULTS AND DISCUSSION

The organisation of distance learning is based on the conventional model, to which all students are adapted. They can communicate with teachers, follow their instructions and recommendations, answer questions, and interact with their classmates in a virtual format. Most teachers organise video classes using special online platforms with the use of a microphone and camera for full immersion in the educational process and some control.

In order to get a positive result during distance learning, the following points should be considered:

- regular updating and systematisation of educational and methodological resources;
- organisation of a single electronic educational environment to ensure monitoring of the educational process, interaction of all users, and support for participants in educational activities;
- implementation of the educational process in accordance with the plans adapted to the organisation of distance learning;
- consideration of the individual characteristics of each student.

A.A. Anisimova identifies two modes in which the educational process can take place during distance learning. "The first mode is online, in which training and communication with the teacher takes place in real time using information and communication technologies. The second is asynchronous, in which the student learns the material at any time convenient for them and submits it on time.

The educational process should be organised in such a way that the teacher has the opportunity to systematically monitor, correct, and evaluate the work of students throughout the entire educational process. The student's independent work, which is implemented remotely, requires effective feedback both in relation to the educational material used (postoperative internal feedback, which provides the possibility of self-control), and in relation to external feedback during work in groups and contact with the teacher. The student has different types of interaction in the learning process: with course partners, server administrator, teacher, etc. Forms of independent work are also diverse: individual, pair, in small groups (based on the principle of learning in cooperation), group and collective (conference, collective discussion, round table, role-playing game)" [10].

Distance learning implies the independent cognitive activity of the student: independent work on mastering various types of speech activity, the development of skills and abilities. Mastering the material online, the student must not only have cognitive skills in working with a computer, but also be able to work with authentic information from various internet sources. This means proficiency in various types of reading (learning, search, introductory), and the ability to work with electronic reference books and dictionaries.

Since the teacher is a key figure in the educational process, it is important to organise, if possible, their personal interaction with students through individual video consultations. It is important to periodically check the assimilation of the material and work on errors online, as well as change approaches and tools, solving problems that arise for students.

The Moodle learning environment is currently one of the most popular systems for supporting the educational process. Moodle (Modular Object-Oriented Dynamic Learning Environment) is a modular object-oriented dynamic learning environment. Other names: learning management system (LMS), course management system (CMS), virtual learning environment (VLE). Simply put, it is a learning platform

that has a very advanced set of distance learning tools and allows teachers, students, and administrators to use these tools. Moodle is widely used in teaching schoolchildren, students, advanced training, business training, etc. This system is designed to organise online learning using the Internet, which ensures effective learning in an educational institution. Moodle provides access to educational resources (educational materials); provides interaction of participants in the educational process in a communicative way, which can be implemented through Internet conferences, forums, discussions, and the exchange of messages with tasks for students, answers with completed tasks and comments [11].

Moodle, like any other distance education platform, provides quick and easy access to educational (scientific) materials, while the user remains in the "comfort zone". It creates a "virtual" classroom with students and teachers, which allows them to independently implement their knowledge. According to the literature analysis, the essence of the software, the choice of ways to provide educational material, the analysis of the submitted material, and assessment methods in this system are presented quite logically and meaningfully.

The main aspect of the quality of students' education is their assimilation of the topics offered by the curriculum. Students' perception of the educational material, its correct presentation, and understanding of the essence of veterinary issues will help them become real doctors in the future. This issue is relevant, since distance learning is quite new in terms of studying, processing, and providing educational material online. It is not always easy for teachers to comprehensively provide and explain the subject to students, especially when it comes to veterinary medicine through the prism of a foreign language.

The Moodle learning environment has a large number of opportunities not only for teachers but also for students, namely:

- access to educational materials (lectures, presentations, additional materials (books, reference books, textbooks, dictionaries, methodological developments, etc.); tasks for practical/laboratory and independent work; means for communication and testing;
- tools for working in a group (seminar, webinar, chat, forum, wiki, etc.);
- ability to independently track the process of completing a distance learning course;
- ability to pass the test and view its results;
- ability to interact with the teacher via private messages, forum, chat;
- ability to upload files (Word, PDF, JPG, etc.) with completed tasks;
- ability to receive reminders about events in the training course [12].

Undoubtedly, Moodle is effectively used in students' independent work, increases their cognitive activity and develops the ability to analyse the material being studied. Considering the fact that the number of hours that are allocated for independent work of students is constantly increasing, the use of the Moodle distance learning system in the

practical activities of teachers and students is becoming more popular.

During controlled independent work, students need to solve a number of tasks: study and analyse information on the topic using various resources; pass a number of test tasks focused on consolidating the material; provide the results of their work using various modern technologies.

Teachers of the discipline “Foreign language (English) in professional activity” of SBTU developed an educational and methodical manual “English for vets. Tutorial”, which fully meets the educational requirements, curriculum, and syllabus. This manual is the basis of the distance learning course presented in the Moodle learning environment, so the materials provided in the manual can be used for independent learning by students online. Next, the study considers some tasks, using the example of one of the topics. Thus, when studying the topic “Cynology”, the following ways to acquire new knowledge can be traced. Work on the topic begins with the study of an adapted text that provides basic information about what cynology is and in what areas professional dog handlers can apply their activities. After completing the review reading, students complete a test task in which they are required to indicate which of the proposed statements are true and which are false.

Choose *True* or *False*.

1. Cynologists must understand the psychology of the dog and know its anatomy and physiology.
2. It doesn't matter to have good physical form in working with dogs.
3. It is required that cynologists should love dogs and spend a big part of their life on working with them.
4. Cynologists must have a strong character.
5. The main requirement for cynologists is to have their own dog _____.

This task allows the teacher to draw students' attention to the key points of the text. Further, to consolidate the material, students are invited to give their own examples of areas of activity where professional dog handlers can

work. Students can use any additional resources to solve this problem. Thus, the first stage of working on the topic allows students to get a general idea of what cynology is, and test themselves with a test task.

The second stage of work, which is based on watching a video presentation, in which the concept of cynology is analysed in more detail. Working with a video presentation consists of pre-demonstration, demonstration, and post-demonstration stages. At the pre-demonstration stage, students learn professionally-oriented vocabulary that they will need to work with videos, and complete tasks to compare terms with their definitions. This task makes it easier to understand the video material.

At this stage of working with professionally-oriented vocabulary, the primary task is to form the main base of terminology by translating grammatical and lexical structures. For correct translation, it is important for a student to have a certain knowledge of their speciality. To quickly remember terminology, in addition to translating it in context, thematically, students work out professional vocabulary through certain exercises, namely: choose a definition for the term; come up with their own sentences with vocabulary; create mental maps on the topic; make vocabulary tests that are presented on the Moodle platform. Students can also use Quizlet, an application that helps learn new words, phrases, and terms faster and more efficiently. The application works in card mode and provides a plan for when it is necessary to memorise or repeat the material. The Quizlet Live resource is a game that will help consolidate vocabulary, teach to be more focused and work in a team. Among the positive aspects of using this technology, it is worth noting that during the completion of tasks, students establish good relations with each other, feel the spirit of competition, which contributes to even better assimilation of professional vocabulary. After all, learning online in a playful way is much more interesting, meets modern requirements, and tasks are easier to perceive visually. An example is the following task (Table 1).

Table 1. Match the words with their definitions

1. Canine	A. Relating to or resembling a dog or dogs (<i>adj.</i>); a dog; a pointed tooth between the incisors and premolars of a mammal, often greatly enlarged in carnivores (<i>n.</i>)
2. Domestic dogs	B. Members of the genus <i>Canis</i> (probably descended from the common wolves) that have been domesticated by man since prehistoric times; occur in many breeds
3. Breeder	C. A person who selectively breeds mates, normally of the same breed to sexually reproduce offspring with specific, consistently replicable qualities and characteristics
4. Trainer	D. A person who teaches skills to people or animals and prepares them for a job, activity, or sport
5. Police dog handlers	E. A police officer whose duties include handling a police dog
6. Animal communicators	F. Persons who are trained to be able to hear, understand, and communicate with animals so they share their innermost thoughts and feelings
7. Certified care professional	G. A person who is trained and licensed to give health care
8. Certified show judge	H. A person appointed to decide in any competition, contest, or matter at issue; authorized arbiter
9. Breed enthusiast	I. Is someone who is really passionate and excited about dog breeds

Table 1, Continued

10. Certified dog-trainer	J. Is someone who trains basic to advanced training cues, teaches a dog polite manners, or trains a dog to participate in different dog sports and activities. Trainers do this in group classes, private lessons, or in board-and-train programs
11. Professional dog-handler	K. A person who trains, conditions and shows dogs in conformation shows for a fee
12. Canine shelter	L. Is a facility that houses and disposes of homeless, lost, or abandoned dogs
13. Hunting dogs	M. Dogs of a breed developed for hunting
14. Veterinary first-aid	N. Refers to emergency treatment administered to an injured or sick animal before professional medical care is available

At the demonstration stage, students consolidate the material they learned earlier while reading the text, and also get a lot of additional information on this topic. In the process of independent work, students have the opportunity to view the video the required number of times (if the teacher does not limit the time to complete the task). At the post-demonstration stage, the assimilation of the material is monitored using several tasks. To complete the first task, students are asked to review part of the video presentation again (the time is clearly spelled out in the task) and enter the missing numerical or terminological data in the sentence. The second task is a text that briefly summarises the most important information from the video presentation: students are asked to fill in the missing places with appropriate words. For those students who understand the topic well, completing this task will not be difficult; other students will probably need to learn additional resources and, accordingly, spend more time. The last task after the demonstration stage is to translate sentences on the topic: this allows checking how confident students are in their professional vocabulary.

The next stage is aimed at independent project work. The teacher suggests that students prepare a report on a specific topic using the terminology they are learning. After preparing reports on a specific topic, students present them in Zoom, having compiled a glossary with translation in advance for better understanding and assimilation, then the reports are discussed, with special attention paid to the translation of terminology or keywords, as well as grammatical phenomena. The final creative task of the distance lesson is to write a 110-160 word essay about the positive and negative aspects associated with the profession of the dog handler. During the evaluation, the teacher will clearly see how much time students spent on performing various types of tasks and which of them caused difficulties. Depending on this, the teacher may offer weaker students individual additional tasks aimed at developing certain skills.

The structural element "tasks" presented in Moodle gives students the opportunity to actively implement independent work through completing online homework. Students can send their answers as files: text editor documents, spreadsheets, images, audio or video presentations, etc. For each completed task, the student is awarded points and receives a comment from the teacher. The final results are recorded in the rating log. To check the quality of mastering

the theoretical part of the discipline, before preparing for evaluation and modular control, the Moodle educational environment uses a structural element of online testing, which is called "Test". The study agrees with previous researchers [15] that the test is the most convenient form for checking acquired knowledge in a foreign language, since its use ensures the frequency of knowledge testing; allows differentiating and individualising control; promotes rapid "feedback". After passing the test, the student has the opportunity to independently assess their successes and failures in studying the material, and systematically organise further work.

The structural element of creating web quests presented on the Moodle platform helps to increase motivation to learn and interest in studying any discipline. Web quest is a relatively new pedagogical technology aimed at solving specific educational tasks, non-standard search and research tasks, and using Internet information resources to solve these problems. This technology provides the student with the opportunity to receive new educational information, develops logic, research skills, the ability to analyse information, improves knowledge and practical skills [13].

When organising independent work, students' cognitive activity is activated, and performing creative tasks significantly increases motivation to learn. Students become active participants in the educational process, while the teacher performs the function of a consultant, ensuring constant monitoring of the process of independent work of each student and its adjustment if necessary. It is worth noting that with any model of distance learning, the integration of obtaining new information, independently selected from various resources, should take place with the study of educational material specially developed for this course. Effectiveness of any type of online learning depends on the effective organisation and methodological quality of the materials used, and on the skill of the teachers involved in this process.

Undoubtedly, the Moodle system has many advantages and is successfully used in more than 100 countries around the world by universities, schools, companies, and independent teachers. The main advantages of Moodle, according to researchers [14], include the following: the ability to provide educational material with a clear structure and visual presentation; allows drawing up an individual path of educational activity of the student, choosing the time, pace, and place of work on obtaining knowledge; monitoring of students' progress and knowledge evaluation; a convenient

system for planning educational activities, which provides students with the opportunity to evaluate their own educational activities and adjust the trajectory of its development in time.

However, few researchers pay attention to the fact that there are some problems of distance learning, in particular with the use of the interactive educational platform Moodle. The main problems are: deterioration of the quality of education due to a decrease in contact between students and teachers; exclusion of the educational process from the field of education; deterioration of the health of students during education using computers due to long and uncontrolled work with them; reduction of personal contacts of people, since most of the communication is carried out at a distance (by phone, e-mail, using the Internet, etc.). Unfortunately, the Ukrainian distance learning system has not yet reached the desired level, which would approach the world level. Since Ukraine has not yet managed to create comprehensive computer textbooks that allow students to study independently, and it has also not been possible to attract the most qualified and experienced teachers and practitioners to this area. The organisation of the student-teacher feedback system is at an insufficient level, which does not allow the student to learn from mistakes. There is no mechanism for evaluating the pedagogical usefulness of computer-based teaching and learning tools.

No matter how accessible and easy a particular technology is to use, administrative teachers and students need additional technical and computer training to improve their learning opportunities. Therefore, it is advisable to recommend conducting trainings and seminars to improve the professional level of foreign language teachers

who administer Moodle courses and students who use them in the process of acquiring knowledge, skills, and abilities.

CONCLUSIONS

Thus, the key advantages of using the Moodle virtual learning environment for organising independent work of students are the following:

- possibility of visual demonstration of educational material (often in an innovative form);
- variable presentation of the material;
- intensification of independent work of students in the search, processing, and provision of information;
- ability to monitor the progress and quality of students' learning in a timely manner and provide quick feedback;
- implementation of the principle of individualisation of educational activities;
- increasing students' interest in learning and, consequently, improving the quality of education.

Based on the above material, it can be concluded that the use of the Moodle distance learning system in the organisation of independent work of students ensures a high quality of assimilation of educational material and provides a wide range of opportunities for practising skills in the discipline. Completing the tasks given in this study gives educational applicants the opportunity to improve their professional training, and develop skills for self-education, self-awareness, self-improvement, and lifelong learning.

Using the Moodle interactive educational platform, teachers have the opportunity to create an environment for continuous learning with unlimited opportunities for monitoring, making changes, archiving, viewing, etc., and most importantly – for close interaction of students with the teacher.

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Організація самостійної роботи студентів немовних закладів вищої освіти під час вивчення іноземної мови на прикладі освітньої платформи Moodle

Анотація. У статті представлено досвід використання віртуального навчального середовища і системи управління навчанням та курсами Moodle, оскільки ця освітня платформа відповідає традиційним вимогам педагогіки та сучасним тенденціям методики викладання різних дисциплін, зокрема, іноземної мови. Одним із найбільш успішних шляхів інтенсифікації самостійної роботи є інтеграція Moodle в традиційний навчальний процес закладу вищої освіти. Метою дослідження є визначення переваг використання системи Moodle для організації самостійної роботи студентів першого курсу Державного біотехнологічного університету на прикладі аналізу дистанційних занять для студентів факультету ветеринарної медицини з дисципліни «Іноземна мова (англійська) у професійній діяльності». Представлено академічні досягнення іноземних та вітчизняних дослідників, які зосереджували свою увагу на визначенні особливостей вивчення іноземної мови з допомогою освітньої платформи Moodle, а також надано власну розробку комплексу завдань для самостійного опрацювання навчального матеріалу під час вивчення іноземної мови у дистанційному форматі. Застосовано наступні методи: теоретичні, діагностичні, а також метод педагогічного спостереження в природних умовах навчального процесу. Використання освітньої системи дистанційного навчання Moodle під час організації самостійної роботи студентів забезпечує високу якість засвоєння навчального матеріалу і надає широкий спектр можливостей для відпрацювання практичних умінь і навичок з дисципліни. Виконання завдань, наведених у даному дослідженні, дає здобувачам освіти змогу покращити їхню професійну підготовку, сформувати навички до самоосвіти, самопізнання, самовдосконалення й навчання впродовж всього життя

Ключові слова: навчальний процес у вищій школі, організація дистанційного навчання, самостійність студентів, особливості вивчення іноземної мови