

Every employer has his own stereotypes and associations (an excerpt from a student's written translation task).

Conclusion. There are at least four good reasons to avoid the politically incorrect language: «fairness, clarity, precision, and reader reaction» [9, p. 682]. Language should be free from any bias or prejudice whether it is based on race, social status, religion, or gender. Those people, who deal with English, should take this principle into consideration. The above may seem insignificant or even funny to speakers of Russian or Ukrainian, the languages with a developed gender category, but those who use English for formal communication with foreign partners – writing letters and documents, translating formal papers, drafting contracts and laws – should be aware of political correctness as one of the main requirements to the language in the era of democracy, equal rights, and freedom. Language should express ideas clearly, precisely, and laconically. It should be free from prejudice in respect to any social group united on the basis of race, religion, ethnical features, age, material status, sexual preferences, gender, etc. Language is powerful. The way we call ourselves or others imposes power and responsibility.

So, the language should not violate anybody's rights [5, p. 199], and Language teachers happen to be at the frontline of the movement to eradicate the linguistic unfairness of the English language [11, p. 199].

References:

1. Block G. *Effective Legal Writing. For Law Students and Lawyers* / G. Block. – New York, N.Y. : Foundation Press, 1999. – 315 p.
2. Brown P. *Politeness. Some Universals in Language Usage* / Brown P., Levinson S.C. – Cambridge : Cambridge Univ. Press, 1994. – 358 p.
3. Bukhard A. *Euphemism and Truth. In Topical Truth(s): The Epistemology of Metaphor and Other Tropes*, edited by A. Burkhardt and B. Nerlich / A. Bukhard. – New York : De Gruyter, 2010. – P. 355–572.
4. Council of Europe. *Common European Framework of Reference for Languages: Learning, Teaching, Assessment* / Council of Europe. – Cambridge : Cambridge University Press, 2001. – 261 p.
5. Garner B. A. *The Elements of Legal Style* / B.A. Garner. – New York, Oxford : Oxford Univ. Press, 1991. – 288 p.
6. Haggard T. R. *The Lawyer's Book of Rules for Effective Writing* / T. R. Haggard. – Littleton, Colorado : Fred B. & Co, 1997. – 26 p.
7. I love English (ILEL). *Political Correctness*. [Electronic resource]. – Access mode : <https://agglanguage.wordpress.com/the-impact-of-political-correctness-on-language-change/> (last access: 25.01.2016).
8. Neumann Jr. R.K. *Legal Reasoning and Legal Writing. Structure, Strategy, and Style*. 3d ed. / R.K. Neumann. – New York, N.Y. : Aspen Law & Business, 1998. – 486 p.
9. Oates L.C. *The Legal Writing Handbook. Research, Analysis, and Writing* / Oates L.C. et al. – Boston, Toronto, London: Little, Brown and Company, 1993. – 902 p.
10. O'Neill B. *A Critique of Politically Correct Language* / B. O'Neill // *The Independent Review*. – 2011, Number 2, Vol. 16, Fall. – P. 279–291.
11. Tewari G. S. 1996. *Law and Language* / G.S. Tewari. – New Delhi : Creative Books, 1996. – 236 p.
12. Tsehelska M. *Teaching Politically Correct Language* / M. Tsehelska // *Forum*. – 2006, Number 1. – P. 20–23, 32.
13. Zabolotkina V. I. *New lexis of modern English* / V. I. Zabolotkina. – Moscow : Vysshaya Shkola, 1989. – 126 p.

Analyzed material

1. Brown G. W. *Legal Terminology*. 3d ed. – Upper Saddle River, N.J. : Prentice Hall, 1998.
2. *Constitution of the United States* // *Basic Readings in U.S. Democracy*. – Washington, D.C. : USIA, 1994.
3. *Convention on the Recognition of qualifications concerning higher education in the European region*. – Lisbon, 11 April 1997.
4. *The Declaration of Independence* // *Basic Readings in U.S. Democracy*. – Washington, D.C. : USIA, 1994.
5. Hamilton R.W. *The Law of Corporations*. In a Nutshell. – St. Paul, Minn. : West Publishing Co, 2000.
6. Isenbergh J. *International Taxation*. – New York, N.Y. : Foundation Press, 2000.
7. Manning Ch. *6 Reasons Your Work Clothes Are Holding You Back* [Electronic resource] / Ch. Manning. – Access mode : <http://www.msn.com/en-us/lifestyle/style/6-reasons-your-work-clothes-are-holding-you-back/ar-BBh7TcE> (last access: 14.12.2015).
8. *You and your Rights. Reader's Digest. An A to Z Guide to the Law*. – London : Reader's Digest Association Limited, 1980.
9. *U.S. Tax Guide for Aliens. For use in preparing 1996 Returns*. U.S. Department of Treasury.
10. *1040NR-EZ and 1040NR Forms and Instructions*. – International Revenue Service: 1999.

УДК 1751

T. Derkacz-Padiasek,

The John Paul II Catholic University of Lublin, Lublin

THE MOODLE PLATFORM IN HIGHER EDUCATION

The present paper aims to discuss the use of the Moodle platform as an effective teaching tool implemented to deliver information concerning a particular course, to provide knowledge and active learning. Moodle is one of the additional educational options that higher education institutions might use as a supportive tool within blended learning or as a main didactic instrument in distance learning. The author focuses her attention on various advantages of Moodle use (like interactivity, accessibility, flexibility, teachers' time saving technology, etc.) as well as enumerates problems that teachers may encounter in implementing the platform in an effective way. The article presents various activities and modules used in Moodle which promote more efficient learning and stimulate the intellectual capacities of students, for example: communication modules (forum, chat, news, journal), delivery modules (assignment, workshop), assessment modules (quiz, questionnaire), collaboration modules (glossary), creation modules (database, book) as well as organisation modules (lesson).

Key words: the Moodle platform, distance learning, module.

ПЛАТФОРМА MOODLE В СИСТЕМІ ВИЩОЇ ОСВІТИ

Метою даної статті є представити способи використання платформи Moodle в якості ефективного навчального інструменту, який застосовується як джерело інформації щодо конкретного курсу, для забезпечення знань і активного навчання. У статті розглянуто різноманітні ресурси і модулі, які сприяють більш ефективному навчанню і стимулюють розумові здібності студентів.

Ключові слова: платформа Moodle, дистанційне навчання, модул.

ПЛАТФОРМА MOODLE В СИСТЕМЕ ВИЩЕГО ОБРАЗОВАНИЯ

Целью данной статьи является представить способы использования платформы Moodle в качестве эффективного учебного инструмента, который используется как источник информации относительно конкретного курса,

для обеспечения знаний и активного обучения. В статье рассмотрены различные ресурсы и модули, которые способствуют более эффективному обучению и стимулируют умственные способности студентов.

Ключевые слова: платформа Moodle, дистанционное обучение, модуль.

1. Introduction. The purpose of the article is to reveal Moodle* opportunities in higher education institutions. The Moodle platform is used as an educational software based on a philosophy of collaborative learning, i.e. students seize an opportunity to learn together by collaborating, sharing, investigating, analysing, etc. It offers various capabilities like interaction, feedback, discussion as well as activities, in particular creation, organization, delivery, communication, collaboration and assessment activities [6; 15].

The Moodle platform was created by Martin Dougiamas, a computer scientist and educator. Hollowell [9] defines it as a «course management system» (CMS); nonetheless, Moodle is also known as a Learning Management System (LMS) or Virtual Learning Environment (VLE). This platform differs from the Content Management System (CMS) allowing the straightforward access of students to educational material and interaction implementing various tasks [17]. Moodle is one of the most commonly used e-learning platforms which is used in higher education and secondary schools as an effective tool for teaching and learning [6, p. 335]. According to the Moodle website [14], Moodle is used in 232 countries with 99 millions of users, 205 millions of forum posts, 546 millions of quiz questions, etc.

The Moodle platform is an example of Open Source Learning Management System (OS LMS) designed in order to help teachers create online courses as well as modify them according to educators' needs. This platform is characterised by the ease with which the course materials can be created, the ease to manage and technically use it.

2. Implementation of Moodle: theoretical considerations. The Moodle platform could be implemented as a supportive element within blended learning or as a main didactic tool in distance learning. As Larreamendy-Joerns and Leinhardt [12] note, on a worldwide scale higher education institutions consider distance learning as a worth attention alternative to traditional, classroom instructions. This form of education presupposes application of distance learning electronic media. One of the advantages of distance learning is its flexibility, i.e. students have an opportunity to improve their knowledge at their own pace and at a time of their own choice, whereas in traditional education students take courses at a scheduled time determined by educational institutions. It also allows students to review the information as often as they are in need of it, depending on their interests, needs and skill levels [11]. In fact, distance learning might be a preferable form of education for those students who for some reasons encounter difficulties in attending traditional classes.

Implementation of Moodle leads to pedagogical innovations as well as creation of new learning materials. The Moodle platform is used to improve the teaching-learning process, i.e.

- to provide students with educational material;
- to enhance learning capacities of students;
- to exchange information and knowledge with educators;
- to connect and build e-learning community by means of forums, chats, video-conferences or other communication tools (interaction with colleagues improves the learning process as well as retention);
- to enable students to learn more independently, which results in having more control over the process of their learning;
- to give an opportunity for effective learning, when students discover some facts, rules or create, e.g. a project, rather than passively read or memorise.

What is more, the platform under consideration is characterised by accessibility, flexibility, interactivity, focus on the student, etc. Educators benefit implementing Moodle for the reason that it is the teachers' time saving technology, for instance: grading of quizzes goes automatically, etc. Also, teachers have an opportunity to check the performance of each student in a particular task, i.e. automatic checking and verification of a student's work. In fact, the Moodle platform allows teachers to register, monitor and evaluate students' activities.

Using Moodle leads to the change of the teacher's role, from a traditional one to a supporter or facilitator. The main role of an educator is to generate a course or subject, integrate an online learning platform in a program as well as to provide clear guidelines engaging students in using the Moodle platform as an interactive tool. Teachers should provide students with various materials like text documents, scanned images, videos, mp3s, etc. They ought to create websites, different forums, post educational materials, assign projects, etc. Via Moodle educators are able to deepen students' knowledge into the issues discussed during lectures. They should support students, interact with them and encourage them to contribute actively enriching the learning environment. Teachers are in need to ensure high level of students' motivation to provide qualitative usage of the platform.

In point of fact, teachers and students can encounter the following problems in implementing Moodle in an effective way:

- teachers may feel insecure because of lack of digital skills;
- educators require to modify their courses, i.e. restructure their curriculum changing teaching techniques, developing new materials, etc.;
- teachers are not experienced enough to create an interactive virtual learning environment;
- in a case of large number of students, educators can receive enormous amounts of e-mails which may perhaps discourage them;
- teachers might encounter passive participations of students;
- learners have no experience in implementing the Moodle platform;
- students may perceive implementation of e-learning with restrain;
- communication could be one of the most problematic issues, for example, asynchronous communication of students;
- discussions and forums could be rarely used; for example, Jin [10] discussed a general lack of students' participation in online discussions and forums and stressed the need to search for solutions to this problem.

Currently, teachers and students have no previous experience in implementing Moodle. In addition, there is a need for them to master Information and Communication Technology (ICT) skills to use Moodle in a teaching/learning context. Teachers still consider online learning platforms as being a new education paradigm, but the idea of distance learning is not a new one. Moodle is an example of where a great development potential lies, i.e. students could benefit from the Moodle platform incorporation to the educational process. According to a study conducted by Costa, Alvelos and Teixeira [6], which was carried out in Portugal, students recognize the importance of various functionalities that Moodle offers, but the research results have shown that it is mainly used as a repository of materials. Blin and Munro [2] report their findings in the article «Why hasn't technology disrupted academics' teaching practices? Understanding resistance to change», according to which the Virtual learning environment (VLE) is actually

* Modular Object Oriented Dynamic Learning Environment.

a sustaining technology. In their study, a common interview answer was «I use Moodle mostly as a simple way of getting lecture notes, exercise sheets and other information to students» [2, p. 486]. Moreover, examined educators created materials used in the platform outside the VLE implementing well known for them technologies such as Word and PowerPoint.

3. Students' perception of the Moodle platform. One of the Moodle advantages that students may appreciate is availability of teaching materials and exercises. If students believe that the Moodle platform is a helpful and effective tool, they would be engaged in virtual educational activities. The promotion of a collaborative environment leads to a boost of students' creativity, idea generation and self-motivation in particular [7]. Lack of training in using Moodle could lead to negative impression across the students. Our task as teachers is to clearly define reasons why students should be engaged in virtual interactivities. We might create a list of students' suggestions concerning how to improve a course. Lack of personal interaction could be the most prominent problem. Teachers also ought to avoid creating text-heavy content, in order to prevent students being overwhelmed by substantial amount of information.

4. Practical implementation of Moodle. The Moodle platform possesses a set of functionalities divided in two different classes: resources and modules [6]. Resources include instructional materials created in digital formats and then uploaded to the platform under consideration, for instance: Web pages, word documents, PowerPoint files, flash animations, audio and video files. According to Blin and Munro [2], modules are components which are generated implementing the Moodle platform to provide teacher-student interaction towards manipulation and content transformation. The platform proposes a wide range of modules such as communication modules (forum, chat, news, journal), delivery modules (assignment, workshop), assessment modules (quiz, choice, survey, questionnaire, feedback), collaboration modules (glossary, wikis), creation modules (database, book), organisation modules (lesson), etc. In this work we shall discuss only the selected modules, since a full discussion of it would go far beyond the bounds of this work.

First we shall focus our attention on communication modules which the Moodle platform provides. Forum is an effective communication module used for asynchronous online discussion that creates an opportunity for students to brainstorm as well as to contribute to their ideas. Thanks to this tool the educator as well as his/her students can post messages communicating with each other at any time. First of all, students should subscribe to a forum which results in receiving all new posts by email. In this way learners monitor every aspect of an online discussion, even without constantly logging in. Forums allow students to take as much time as they need to compose a reply, which is crucial for e.g. shy students. Moodle possesses five basic types of forums, for instance: *a single simple discussion forum* with only one topic to consider; *standard forum for general use*, in which one or more discussion topics could be deliberated; *each person posts one discussion* wherein each student suggests one discussion; *question and answer forum*, i.e. the teacher or students pose a question at the beginning of a discussion and when students add their own answers, they see each other's replies to this question; *standard forum* that is displayed in a blog-like format [8]. Educators recommend to add forums like «Course news and students propositions» in order to encourage learners to contribute their own ideas. In the process of teaching English as a second language we may also generate a vocabulary forum, i.e. students have an opportunity to present new words posting pictures, adding definitions, synonyms, antonyms and sentences in which the word is used. In forums students learn from all their contributions.

The Chat module allows to conduct a real-time synchronous discussion [13] which is quite different from the asynchronous forums. Chat is preferably used to give an opportunity for students to communicate within a group discussing a topic or a task given by the teacher. Obviously, there is an option to name a chat, according to its purpose, as well as to add its description in an introductory text with precise instructions concerning the subject of the chat. The Chat module lets one manage and review chat discussions. On the calendar, the information appears regarding the day and hour of the next chat session, in this way letting students know the schedule. If the teacher does not prefer to choose the option for scheduling chat times, he/she could ignore this and choose from other settings, for example, the option for scheduling future chat sessions «Don't publish any chat times», in which the time is not set and students can chat at any time, or «At the same time every day», which presupposes scheduling daily chats at the same time. Furthermore, the teacher can select the chat method, for instance: the default method Ajax (with the settings like Refresh user list and Disconnects timeout) or Normal method (that includes the settings like Refresh room and Update method).

News module is another communication module to discuss. It is a special forum for making announcements, e.g. the teacher may add posts concerning new facts of the week. Generally, he/she can create only one News forum in a course. This special forum is automatically placed in the top of the central section. The option such as adding posts or replying to them is only available for those teachers/students who have editing rights.

Journal module provides an opportunity for students to make comments relating to a particular topic, for example: their process of learning English using the Moodle platform. Unlike non-editable modules in Moodle, this one may be edited by students, i.e. during the course students' reflections could be edited or refined. In Journal module, teachers could give their opinion, but the main idea of it is to force students to reflect on a certain topic stimulating their learning process.

Let us start our investigation of delivery modules. The purpose of online assignments is to give students an opportunity to submit their works online. They can upload files like Word document, PowerPoint, video clip, etc. The teacher has an opportunity to choose the options like unlimited attempts to submit a work, with or without opening or closing date, giving a short time to answer the questions, e.g. 30 seconds or not. Online assignments might be graded or not, with or without feedback. Teachers could think of implementing non-graded assignments, for example, a short assignment which is helpful in performing a graded test in future. In the submission types section, two options are available:

- *online text* which allows to save the text automatically with an option to set a word limit using a warning appearing if students exceed it. This type of assignment might be implemented when the educator wishes to verify students' ideas regarding a reading assignment;
- *file submissions* which let students upload files of any type. The options like a maximum number of files submitted per student and a maximum size for each file could be selected by the teacher [1].

In online assignments, students can also add a note or comment to their teacher when the particular work is submitted. In fact, teachers have also various options to give feedback: *comment inline* (when the text is submitted online, the educator gives feedback directly on the student's work like grading on paper), *feedback comments* (which allow to make a comment concerning the student's submission and to add a grade), *offline grading worksheet* (the teacher enters grades and adds feedback comments offline and then re-uploads the sheet), *feedback files* (when marking the teacher has an option to upload files with his/her feedback, for instance: a completed marking guide, documents with comments, spoken audio feedback, video clip, etc.).

Another delivery module to discuss is a workshop which is a practical tool to assess students' activities (e.g. projects). By means of this activity students can submit their works using an online text tool as well as attachments. In this peer assessment

activity, the scoring guide is used which possesses a set of detailed criteria to make judgments concerning the quality of a particular work. The purpose of the workshop is to force students to read each other's works like essays or research papers as well as to provide peer feedback.

Quiz module is one of the assessment modules used to check the knowledge of our students. This tool allows to create quizzes with the following types of questions: multiple choice, true-false and short answer questions [4]. All questions are stored in the question bank, which presupposes that teachers can use them again in new quizzes. The educator can design quizzes to allow students one, two or even multiple attempts to conduct it. Each attempt to answer a question is automatically marked, and the teacher has two options to choose: to give feedback or to show the correct answers for his/her students. The educator also decides whether students are going to have automatic feedback on each question or overall at different times during the quiz. In Quiz module, different display methods exist, i.e. the questions and answers can be randomised for each student. Also, the teacher is able to select how many questions appear on each page. A label with information could be added at any place between questions. All students' activities are traceable, i.e. teachers have an access to data which makes possible to reflect on students' progress (checking time, action, etc.); quiz reports are also available.

The Questionnaire module allows teachers to create a wide range of questions for students in order to get their feedback concerning e.g. a course evaluation or an activity evaluation. The main purpose of this module is to gather data which is possible to do by means of various types of questions: check boxes, date box, essay box, text box, dropdown choices, radio buttons, yes/no, etc. [16]. There are also available page breaks and labels which are implemented to present an overview of the subsequent set of questions in a questionnaire. The teacher decides whether or not students' responses are anonymous.

Let us concentrate on glossary as one of the collaboration modules. This module allows to create a list of definitions, like in a dictionary, created by the teacher or students. The purpose of a particular glossary, instructions and background information should be provided by the teacher. Entries may be organised in an alphabetical order or in categories with or without a comments page. We can give new entries a descriptive name. Any term that is located in the glossary is highlighted in the course thanks to Glossary auto-linking filter. There is an opportunity to choose the type of the glossary, i.e. main or secondary glossary [4]. Students can have one main glossary per course. Furthermore, the teacher may export entries from any secondary glossary to the main one of the course. Different display formats are allowed, for instance: entry list, simple dictionary, continuous, FAQ (frequently asked questions), full with author, full without author, encyclopaedia. Students could generate their own glossary of new or unknown terms, for example: in teaching English as a second language, glossary of medical terms, glossary of sport terms, glossary of English words of Latin origin; in methodology of teaching English: glossary of methodological terms, glossary of teaching strategies or glossary of nursery rhymes effective in teaching kindergarten learners, primary school learners, etc.

Another module to discuss is the Database module, the purpose of which is to build, display and search a bank of records concerning a particular topic as well as to share data collection. Record entries include images, documents, files, web pages, for instance: students and their teacher could create a database of useful web pages for their course. This module gives an opportunity for storing and sharing data with all students in a group. It contains multiple fields, which are created by the teacher. The educator also selects the option how many entries each student should write so as to view other entries. For further details see [4].

Book module is one of the opportunities that the platform offers. According to the Moodle website [3], this module is helpful in creating multi-page resources in a book-like format. By means of the book module, we may give our book a name, provide a brief description of a course, etc. It is also possible to have main and subchapters as well as number them. In the book's table of contents, titles of chapters appear as links. There is also an option to enable or disable printing of the book. As a matter of fact, this module is not interactive, however, we can add useful links to free online books, articles, videos, etc. For instance, we could create a book that describes the course adding deadlines and other important information for the students.

The Lesson module provides an opportunity to present to students a number of HTML pages of lesson content or questions (graded or not). Generally, each page ends with a question and several possible answers. If students choose the right answer, they progress to the next page, if not they are redirected to a previous page in the lesson. The module under consideration possesses two basic Lesson page types, i.e. question pages and content pages as well as a few advanced navigational pages. This option helps students practice material as well as to master it. See [4] for further discussion of this issue.

Thus, the Moodle platform offers various tools like resources and modules effective in acquiring knowledge, essential skills and competences, promoting interaction among students, providing opportunities for them to share ideas, discuss as well as to collaborate in groups.

5. Conclusions. Moodle is one of the additional educational options that higher institutions and secondary schools might use as a supportive tool within blended learning or as a main instrument in distance learning. Coskun and Arslan [5] assume that the platform under consideration should be complementary to the teaching process and could not replace it. A teacher's purpose is to create an effective virtual learning environment for active learning by means of different kinds of supervised activities such as quizzes, forums, blogs, chats, online discussion forums, etc. Educators are in need to give clear instructions, guidelines, without it there is impossible to build a positive perception towards the use of Moodle. When implementing the Moodle platform a general positive pedagogical effect appears. It makes the learning process more traceable, transparent to monitor, control and assess. Moodle supports and enhances learning as well as provides students with educational material in a non-distracting way, allowing them for an autonomous pace of learning.

There are still various obstacles to be overcome in order to have positive results in implementing Moodle interactive tools. The main obstacle is teachers' and students' engagement in the teaching-learning process as well as their positive perception of Moodle as an effective learning tool. The course should be logically organised to avoid any disappointments.

References:

1. Assignment activity. Official Moodle website [Electronic resource]. – Access mode: https://docs.moodle.org/29/en/Assignment_activity.
2. Blin F. Why hasn't technology disrupted academics' teaching practices? Understanding resistance to change through the lens of activity theory / F. Blin, M. Munro // *Comput. Educ.* – 2008. – Vol. 50(2). – P. 475-490.
3. Book module. Official Moodle website [Electronic resource]. – Access mode: https://docs.moodle.org/22/en/Book_module.
4. Cole J. Using Moodle: Teaching with the popular open source course management system / J. Cole, H. Foster. – Sebastopol: O'Reilly Media, 2008.
5. Coskun A. Moodling English language / A. Coskun, A. Arslan // *Education.* – 2014. – Vol. 134 (3). – P. 275-281.
6. Costa C. The use of Moodle e-learning platform: a study in a Portuguese University / C. Costa, H. Alvelos, L. Teixeira // *Procedia Technology.* – 2012. – Vol. 5. – P. 334-343.

7. Fatih A. Collaborative digital environments to enhance the creativity of designers / A. Fatih, H. Demirkan // *Comput. Human Behav.* – 2015. – Vol. 42. – P. 176-186.
8. Forum settings. Official Moodle website [Electronic resource]. – Access mode: https://docs.moodle.org/28/en/Forum_settings#Description.
9. Hollowell J. Moodle as a Curriculum and Information Management System / J. Hollowell. – Olton: Packt Publishing Ltd., 2011.
10. Jin SH. Analysing student-student and student-instructor interaction through multiple communication tool in web-based learning / SH. Jin // *Int. J. Instr. Media.* – 2005. – Vol. 32(1). – P. 59-67.
11. Kamsin A. Distance learning the solution and substitute for conventional learning? / A. Kamsin // *International Journal of the Computer, the Internet and Management.* – 2005. – Vol. 13(3). – P. 79-89.
12. Larreamendy-Joerns J. Going the distance with online education / J. Larreamendy-Joerns, G. Leinhardt // *Review of Educational Research.* – 2006. – Vol. 76(4). – P. 567-605.
13. Lopes A.P. Teaching with Moodle in higher education / A.P. Lopes // *INTED2011 Proceedings.* – 2011. – P. 970-976.
14. Moodle Statistics 2016. Official Moodle website [Electronic resource]. – Access mode: <https://moodle.net/stats/?lang=pl>.
15. Piotrowski M. What is an e-learning platform? / M. Piotrowski // *Learning management system technologies and software solutions for online teaching: tools and applications, IGL Global.* – 2010. – P. 20-36.
16. Questionnaire module. Official Moodle website [Electronic resource]. – Access mode: https://docs.moodle.org/32/en/Questionnaire_module.
17. Stasinakis P. Using Moodle in secondary education: A case study of the course «Research Project» in Greece / P. Stasinakis, M. Kalogiannakis // *International Journal of Education and Development using Information and Communication Technology (IJEDICT).* – 2015. – Vol. 11. – Issue 3. – P. 50-64.

УДК 811.112.2'38:81'367.623-026.613:821.112.2-992»19»

N. W. Dymtschewska,

Lwiwer nationale Iwan-Franko Universität, Lwiw

DIE FARBBEZEICHNUNGEN IN DEN REISEREPORTAGEN VON A. ANDERSCH UND IHRE STILISTISCHEN FUNKTIONEN IM TEXT

COLOR NAMES IN TRAVEL REPORTS BY A. ANDERSCH AND THEIR STYLISTIC FUNCTIONS IN THE TEXT

This article is devoted to the study of lexical-semantic group of words denoting color, the investigation of which is based on travel reports of a famous German writer Alfred Andersch, the collections of his reports «Wanderungen im Norden» and «Hohe Breitengrade» in particular. The focus is on the research of stylistic functions of color names in the text of travel reports, one of the main objectives of which is to truly reflect the surrounding reality, the description of nature in particular. It has also been proved that about half of color names used by the author in the works, is simple adjectives by structure denoting such basic colors as «white», «black», «gray», which are achromatic colors; in order to describe the beauty of northern nature the author also applies simple adjectives expressing «blue» and «green». A great number of color names is complex adjectives by structure expressing both chromatic and achromatic colors. Only a small part is derivative adjectives-color names.

Keywords: color, color terms, color names, epithets, color palette, chromatic colors, achromatic colors, author's individual style

КОЛЬОРНАЙМЕНУВАННЯ У ПОДОРОЖНІХ РЕПОРТАЖАХ А. АНДЕРША ТА ЇХНІ СТИЛІСТИЧНІ ФУНКЦІЇ У ТЕКСТІ

Стаття присвячена вивченню лексико-семантичної групи слів на позначення кольору, яка досліджується на матеріалі подорожніх репортажів відомого німецького письменника Альфреда Андерша, зокрема збірок його репортажів «Wanderungen im Norden» і «Hohe Breitengrade». Основна увага приділяється дослідженню стилістичних функцій кольоронайменувань у тексті подорожніх репортажів, одне з основних завдань яких правдиво відобразити оточуючу дійсність, зокрема, функції опису природи, а також частотності вживання кольоронайменувань у даному типі тексту.

Ключові слова: колористика, кольороназви, кольоронайменування, епітети, кольорова палітра, хроматичні кольори, ахроматичні кольори, індивідуальний стиль автора

ЦВЕТООБОЗНАЧЕНИЯ В ПУТЕВЫХ РЕПОРТАЖАХ А. АНДЕРША И ИХ СТИЛИСТИЧЕСКИЕ ФУНКЦИИ В ТЕКСТЕ

Статья посвящена изучению лексико-семантической группы слов для обозначения цвета, которые исследуются на материале путевых репортажей известного немецкого писателя Альфреда Андерша, в частности сборников его репортажей «Wanderungen im Norden» и «Hohe Breitengrade». Основное внимание уделяется исследованию стилістических функций цветообозначений в тексте путевых репортажей, одна из основных задач которых правдиво отобразить окружающую действительность, в частности, функции описания природы, а также частотности употребления цветообозначений в данном типе текста.

Ключевые слова: колористика, цветообозначения, эпитеты, цветовая палитра, хроматические цвета, ахроматические цвета, индивидуальный стиль автора.

Die Farbe ist ein kompliziertes Naturphänomen, das fast alle Wissenschaftsbereiche erforschen, weil das Farbempfinden zu den wichtigsten Bestandteilen der menschlichen Wahrnehmung und damit des menschlichen Lebens gehört. Die Farben erlauben uns Gegenstände und Erscheinungen unserer Umwelt zu erfassen und diese Erfahrungen in unser Weltbild einzuordnen.

Philologische Studien der Farbbezeichnungen haben eine lange Geschichte (B. Berlin, P. Kay, L. Weißgerber, A. Weshbyzka, G. Gipper, S. Kantemir, A. Kuslyk, S. Muljar, T. Pastuschenko u.a.). Einen großen Beitrag zum Erlernen der Farbbezeichnungen leisteten die Forscher der semantischen Felder (L. Weißgerber). Das wichtigste Verdienst dieser Herangehensweise besteht darin, dass das Paradigma der Farbbezeichnungen zum Modell des semantischen Feldes wurde. Die Theorie der semantischen Felder liegt in den Kategorisierungsprinzipien der Farben, ausgearbeitet von Vertretern der deutschen Schule von G. Gipper.

Auf der modernen Etappe werden die Farbbezeichnungen aus der Sicht ihrer morphologischen und struktursemantischen Eigenschaften (J. Iwanowa, T. Kosak, O. Polischtschuk), ihrer Syntagmatik und Paradigmatik (S. Kantemir, T. Wenkel, A. Kuslik), ihrer Semantik und Pragmatik im schöngeistigen Text (O. Bogdanowa, S. Muljar, N. Adach), der Psycholinguistik (A. Below, R. Frumkina) untersucht. Die Forschung der Farbbezeichnungen der letzten Jahre ist mit zwei wichtigen Herangehensweisen verbun-