

## **The Information Systems Project of Languages Foreign (Optional) for Students**

Khrystyna Velychko, Tetiana Shestakevych

Lviv Polytechnic National University, Lviv, Ukraine

In most schools, there is a question arised, how to study selected disciplines. Usually, students face the problem of choice in middle school, when one need to choose to study a second foreign language. Subsequently, the question becomes relevant for high school students, who must choose some core subjects related to their future profession. The opportunity to choose a discipline is a fairly new practice, which, however, is of great importance for students. With the help of elective subjects students have the opportunity to focus on learning the desired industry, which not only greatly reduces the load in preparation for external independent testing and final exams, but also simplifies the learning process after admission to institutions of higher education.

In theory, this process of selecting relevant items is fairly simple, just make your choice in favor of a specific language or discipline. However, in practice there are many obstacles:

- lack of school teachers in the desired discipline.
- a small number wishing to study a particular selective discipline.
- insufficient number of resources and teaching materials for effective learning of the subject because the articles in question, are optional.
- the difficulty for language teachers to find work in schools where there is a need for teachers of a particular language.

The solution lies in addressing the following needs:

1. Students should be able to choose freely and efficiently to learn a second foreign language. Their choice should not depend on any extraneous factors.
2. Quality study of the subject must be at the proper level. The training program should be aligned with provided by the Ministry of education and science regulations, after the submission of the certification assessment was recognized by the school.
3. The allocation of resources of secondary schools needs to be optimized. Teachers should have a sufficient number of teaching hours, and at the same time, not be overwhelmed with additional lessons.

The solution to this problem could be the creation of an online platform through which students can register for the desired course to process the educational materials, pass the exams in the form of semester control and to evaluation. To the platform will have access to teachers who will be able to monitor homework, and give advice to students, edit course objectives and assign the grades.

The developed system will solve such problems:

1. Will not be necessary to hire teachers for each foreign language in each school, a learning process will be controlled by one or more instructors on the platform online.

2. Parents do not need to buy textbooks for each of the additional items – all the necessary materials will be available on the platform.

3. Each student will have the opportunity to communicate with the teacher in the case of difficulty in learning the discipline, the platform provides support for teachers who are lacking in other similar resources.

4. In case of illness or absence of the student at the lesson for another reason, it will be easy to catch up with the missing material, since all the necessary information is available online.

5. It will be easier for school management to calculate the amount of work for teachers and to allocate resources rationally.

6. Teachers will be able to take more hours by teaching online.

The system developed under this project will enable thousands of students to learn any foreign language without any restrictions. Through this platform, students will choose a foreign language to learn without pressure from classmates or school. As the courses available on the platform will be coordinated with a program approved by the Ministry of Education and Science of Ukraine, students will be able to obtain a grade based on a semester or yearly review.

## References

1. Motivation and motivating in the foreign language classroom - Access mode: <https://www.semanticscholar.org/paper/Motivation-and-motivating-in-the-foreign-language-Dörnyei/be7a9f65c03568dda20f21b5e45cdfa7ddf93107>
2. Foreign Language Classroom Anxiety. - Access mode: <https://www.semanticscholar.org/paper/Foreign-Language-Classroom-Anxiety-Horwitz-Horwitz/416466a1b487e3550c1bbad46f922b3ef203321a>
3. Kovaliuk, T., Kobets, N.: Semantic Analysis and Natural Language Text Search for Internet Portal. In: Computational linguistics and intelligent systems, COLINS, 277-287. (2019)
4. Shapo, V., Volovshchykov, V.: Cloud Technologies Application at English Language Studying for Maritime Branch Specialists. In: Computational linguistics and intelligent systems, COLINS, 243-253. (2019)
5. Kupriianov, Y., Akopiants, N.: Developing linguistic research tools for virtual lexicographic laboratory of the spanish language explanatory dictionary. In: Computational linguistics and intelligent systems, COLINS, 43-52. (2019)
6. Kovaliuk, T., Tielysheva, T., Kobets, N.: Method of Cross-Language Aspect-Oriented Analysis of Statements Using Categorization Model of Machine Learning. In: Computational linguistics and intelligent systems, COLINS, 32-42. (2019)
7. Bisikalo, O., Ivanov, Y., Sholota, V. Modeling the Phenomenological Concepts for Figurative Processing of Natural-Language Constructions. Method" Mean-Risk" for Comparing Poly-Interval Objects in Intelligent Systems. In: Computational linguistics and intelligent systems, COLINS, 1-11. (2019)