INSTRUCTIONAL DESIGN IN FOREIGN LANGUAGE TEACHING

ORCID ID: 0000-0001-5281-0759   **Svitlana Lebedieva**
Senior Lecturer of the Department of Philology and Translation
Kyiv National University of Technologies and Design

UKRAINE

Personalization and student-centered approaches to teaching, along with the development of computer-mediated communication, have given impetus to the development of instructional design.

Design thinking is a creative mindset [1], that sets the parameters of a course or a program according to a specific tasks, developing and testing them based on interpersonal and cross-disciplinary connections and interactions.

Designing an educational product starts with defining the purpose, analyzing the audience (age, education level, background of the learners, etc.), and studying the learning material.

It is used in different educational contexts and learning environments, in schools and institutions of higher education, in classrooms and online.

Instructional designers often create online courses using modern computer-mediated synchronous and asynchronous communication technologies.

After determining the course objectives, delivery, duration, and level of difficulty, the designer determines how the course will be organized and structured, and in what sequence the materials will be presented. The instructional designer considers the multimodal characteristics [2] of the learning materials.

Great attention is also paid to the form in which the course is delivered. The selection of materials for in-site, online or blended teaching can vary considerably. The designer can valorize live interaction in the classroom or online live sessions with oral exercises and assignments, while visual materials, including videos, can be effective in synchronous or asynchronous interaction. When working in a modular environment, automated tests with random selection of questions will be in good supply.

The main task of an instructional designer is to ensure that the developed course or program meets the requirements as much as possible with the terms of reference. When developing educational games, interactive experience is welcome; developing textbooks, their content should be balanced and in line with academic standards; when developing educational applications, it is necessary to take into account the thematic focus and the level of learners.

The instructional designer has a wide arsenal of multimodal materials for different types of activities: visual materials, audio and video content, interactive lectures, games, virtual excursions, automated tests and quizzes. There are various oral and written exercises designed to develop grammatical and lexical skills, listening comprehension and speaking practice.

Feedback is an essential component of educational programs and courses. Various forms of assessment from live conversations to automated tests, provide obligatory feedback. The assessment and feedback system allows students to track their progress, know their strengths and weaknesses, while the instructor has the

opportunity to make timely adjustments to the educational process. The instructional designer needs feedback on the course to evaluate its productivity and make changes where and when possible [3]. Improving programs and courses through consistent feedback exchange keeps learners engaged, motivated, and ultimately enhances learning outcomes.

Personalization of learning is an important growth area that can significantly improve a student's language training. Adaptive learning helps students to stay motivated and maintain an individual and comfortable learning pace.

Instructional design is applicable not only to foreign language teaching but also to the business sector. Corporate training programs implement instructional materials that consider the psychological aspects of communicative strategies and the correlation between learning objectives, activities, assessments, and course improvement. Such practices, integrated into higher education, provide students with important tools required for successful performance in their future careers.

References:

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