ме каждый мужчина имел преномен – личное имя (таковых было всего 18), номен – имя рода, передаваемое по наследству, икогномен – имя, передаваемое по наследству, характеризующее ветвь рода. В современных Испании и Португалии человек имеет обычно несколько личных имен (из католического церковного списка), отцовскую и материнскую фамилии. В Исландии у каждого человека есть личное имя (из ограниченного списка), а вместо фамилии используется производное от имени отца. В Китае, Корее, Вьетнаме имя человека состоит из односложной фамилии (в разные эпохи их насчитывалось от 100 до 400) и личного имени, обычно состоящего из двух односложных морфем, причем количество личных имен не ограничено. Особое место в антропонимических системах занимают гипокористики (ласкательные и уменьшительные имена – например, русские *Машенька*, *Петя*, английские *Bill*, *Davy*), а также псевдонимы и прозвища. Данные антропонимики имеют большое значение для проведения лингвистических, социологических и исторических исследований.

Литература

1. Ван Ли. Краткое обсуждение русских имен // Образовательный и педагогический журнал. Сер.: Чтение и письмо. 2013. С. 10-27.

2. Ван Личунь. Русские имена // Журнал Чанчуньского университета науки и технологий. 2011. С. 75-76.

3. Жэнь Цзе. Анализ русской именной культуры // Литературное образование. 2016. Ч. 1. С. 147-149.

4. Ян Сюэ. Состав русских имен и его культурное происхождение // Журнал социальных наук Университета Цзямусы. 2005. С. 137-138.

УДК 378.147

M. S. Liashenko, A. E. Sitnova (Nizhniy Novgorod, Russia)
Kozma Minin State Pedagogical University

Deployment of information and communication technologies
for informal learning in educational context

В статье исследуется вопрос определения информального обучения и внедрения его в процесс образования. Авторы представляют краткий обзор литературы, описывая различные подходы к пониманию сущности информального обучения. Особое внимание уделено потенциальным сложностям и наиболее эффективным методикам применения инструментов информального обучения в преподавании иностранных языков.

Ключевые слова: формальное, неформальное, информальное обучение; ИКТ; цифровая среда; блоггинг; видеоигры; языковые навыки; смешанное образование

The paper is devoted to the problem of defining and deploying informal tools for teaching and learning contexts. The authors present a brief literature review describing different approaches to understanding the essence of informal learning. Special attention is paid to describing challenges, facilitating conditions and effective practices to implement informal tools for teaching foreign languages.

Keywords: formal, non-formal and informal learning, ICT, digital environment, blogging, video games, English language skills, blended education

Despite ubiquitous digitization of all spheres of our society, the use of information communication technologies (ICT) for informal learning is still underestimated. Digital environment offers the diversity of effective informal tools that teachers can implement in education process to design an effective format of learning. Informal learning has already become the part of the educational process, although its definition is not clear [8]. In recent years there has been much research into the ways and approaches how informal learning can be blended with a formalised context of a university or a school via ICT.

The previous research shows that there are three basic categories of learning activity - formal, non-formal and informal learning [18, p. 11]; [1, p. 8]; [5, p. 280]. Formal learning takes place in a formal context and could be physical or virtual. Basically, it leads to getting a diploma and qualifications. In a non-formal learning professionally produced learning resources and materials are used in a non-academic context. It typically does not lead to receiving any formal certificates. The examples of such recourses can be textbooks, language learning websites, apps, services that have been set up to complement formal systems [18, p. 11]; [1, p. 8]; [5, p. 280]. Informal learning occurs naturally in everyday life using resources which are not specifically tailored or designed for educational purposes and which are outside of any institutional context. Informal learning is often spontaneous and can take place in many ways: watching movies and news, reading magazines, daily communication by e-mail or social media. This type of learning happens as a natural accomplishment to everyday life [18, p. 11]; [5, p. 280]. It is not a planned activity and could be called rather "impromptu one" [4, p. 38].

Despite such a straightforward classification, some researchers point to the tendency of blurring the borders between three types of learning. A brief literature review [10, p. 313] reveals different approaches to better understanding of the terms. For instance, some authors [21, p. 143] explain informal learning as planned and structured. Besides it was reported in the literature that all learning activities may contain elements of formality/informality and may occur in both formal/informal spaces that shape the character and performance of learning in any situation [15, p. 6]. This contradiction can be explained by the fact that there is a strong tendency in society to informalize formal education and formalize informal formats

[15, p. 6]; [10, p. 313]. To support of this assumption researchers claim that the non-formal and informal types of learning transform and complement the knowledge gained through formal education. They state that the modern format of the education should consist of a symbiosis of formal, non-formal and informal education [19, p. 16], [6, p. 442].

There is also a debate about the place and importance of informal learning in academic context. Some authors [3, p. 8]; [11, p. 146] have noticed that society tends to underestimate any learning until it is determined as an academic discipline. By contrast, other authors [4, p. 3]; [2, p. 18] claim that informal learning is more effective and less expensive. The authors support the view that informal learning can be successfully integrated into a formal educational context via effective deployment of ICT. A good example can be taken from language learning in general where the positive impact of blended education on enhancing language skills and improving language competence has been proven be much research in this field [20, p. 244], [17, p. 214]. It is necessary to mention the fact that the diversity of practice in combination with ICT in a variety of educational contexts contributes to the improvement of foreign language skills [6, p. 439]

There is no one approach for using ICT among teachers and different practitioners describe various informal technologies that have been effective in their teaching practices. For instance, blogging can be one of the most effective ways to improve different English skills. Blogging on YouTube develops English listening, speaking and writing skills. Instagram blogging is focused on improving mainly perception of information through reading and self-expression in writing posts and commenting the views [12, p. 72]. Another study states that using social networks such as Facebook is a more interactive way than blogging [20, p. 246]). Other studies show that teachers can use the elements of gamification for educational purposes [14, p. 27]; [16, p. 200]. There has been much research pointing to the positive impact of using video games on learning motivation and communicative skills when using the words in context, repeating the same phrases and sentences, listening to some tracks, or communicating with other players. [14, p. 27]; [16, p. 200]; [6, p. 438].

Unfortunately, these encouraging examples are not so numerous despite obvious advantages informal technologies can bring. There are many obstacles on the way to effective deployment of ICT for formal learning in studying foreign languages. Some teachers do not think that they are skilled enough to use ICT successfully to complement formal and traditional teaching practices. [9, p. 28]. Education systems and schools are not yet ready to fully utilize all the advantage informal learning can bring because of a variety of reasons: the gap in the digital skills of both students and educators, difficulties in locating high-quality digital learning resources and software, a lack of knowledge how to blend pedagogical approaches with technological tools. The recent pandemic situation has revealed many other problems that national systems and local educational authorities should address.

In conclusion, it is worth mentioning that digital environment offers a diversity of effective informal tools that teachers can use in the educational process. To implement informal technology into formal educational context via ICT it is important to take into account the following facilitating aspects outlined by The Center for Educational Research and Innovations [13, p. 150]: the design and deployment of innovative pedagogic models; technology enabled collaborations which help overcome barriers of formal classroom hours; new forms of online learning which make education available and inclusive for anyone.

References

1. A Memorandum of Lifelong Learning // Commission Staff Working Paper. Brussels, 2000. 36 p.

2. Бирюкова И. К. Неформальное образование: понятие и сущность // Известия Волгоградского государственного педагогического университета. 2012. Т. 74. № 10. С. 18-20.

3. Coffield F. The Necessity of Informal Learning. Bristol University Press, 2000. 88 p.

4. Cross J. Informal Learning: Rediscovering the Natural Pathways That Inspire Innovation and Performance (Pfeiffer Essential Resources for Training and HR Professionals) // Pfeiffer. 2007. 297 p.

5. Колесников А. А., Лискина Т. А. Управляемое самообучение иностранным языкам в среде информального образования: теоретические основы и эмпирическое исследование среди студентов языкового вуза // Язык и культура. 2019. № 48. С. 277-296.

6. Lee J. and Dressman M. When IDLE Hands Make an English Workshop: Informal Digital Learning of English and Language Proficiency // TESOL Quarterly. 2017. № 52(2). P. 435-445.

7. Lee J. and Lee K. Informal Digital Learning of English and English as an International Language: The Path Less Traveled // British Journal of Educational Technology. 2018. № 50(3). P.1447-1461.

8. Lee J. Informal Digital Learning of English and Second Language Vocabulary Outcomes: Can Quantity Conquer Quality? // British Journal of Educational Technology. 2017. URL: https://doi.org/10.1111/bjet.12599

9. Liashenko M. S. Implementation of social media in educational environment of university // Megapolis management. 2015. N 1(6). P. 28-32.

10. Malcolm J., Hodkinson P. and Colley H. The Interrelationships between Informal and Formal Learning // Journal of Workplace Learning. 2003. № 15(7/8). P. 313-318.

11. Moss G. On Literacy and the Social Organisation of Knowledge Inside and Outside School // Language and Education. 2001. Vol. 15, No 2&3. P. 146-161.

12. Насыбуллин Р. Э. Блоги как инструмент обучения английскому языку // Вестник науки и образования. 2019. № 6(60). С. 69-73.

13. OECD, Innovating Education and Educating for Innovation: The Power of Digital Technologies and Skills // OECD Publishing, Paris, 2016. 153 p. URL: http://dx.doi.org/10.1787/9789264265097-en

14. Perrotta C., Featherstone G., Aston H. and Houghton E. Game-Based Learning: Latest Evidence and Future Directions // NFER Research Program: Innovation in Education. Slough: NFER., Berkshire, 2013. 49 p.

15. Sefton-Green J. Literature Review in Informal Learning with Technology outside School // HAL Id: hal-00190222. 2007. 41p.

16. Сибиряков А. В. Использование видеоигр при обучении английскому языку // Уникальные исследования XXI века. 2015. № 8(8). С. 200-204.

17. Sockett G. and Toffoli D. Beyond Learner Autonomy: A dynamic Systems View of the Informal Learning of English in Virtual Online Communities // Procedia – Social and Behavioral Sciences. 2012. № 34. P. 212-215.

18. Sockett G. The Online Informal Learning of English // Palgrave Macmillan. 2014. 186 p.

19. Сороковых Г. В., Кутепова О. С. 2018. Вызовы XXI века: неформальное иноязычное образование и стратегии его реализации // Язык и культура. 2018. № 42. С. 214-225.

20. Sotska H., Pazyura N. and Trynus O. The Use of Social Networks in the Process of Learning English as a Second Language // Information technologies and learning tools. 2018. Vol. 63, 1. P. 242-250.

21. Talbot J. Recognising Non-Formal and Informal Learning: Modernising Russian Higher Education or Irrelevant? // Образование и наука. 2015. № 4(123). С. 142-157.

УДК 378.145.3

N. V. Matveeva, E. S. Sorokina, E. E. Golovanova (Moscow, Russia)
Russian University of Transport

Some problems of training students from Asian-Pacific region at the Russian University of Transport and the ways of overcoming them

В статье рассматриваются проблемы, возникающие у иностранных студентов, обучающихся в Российском университете транспорта. Эти проблемы включают в себя слабое знание русского и английского языков, низкий уровень творческой деятельности в учебном процессе, который проявляют студенты, некоторые социальные проблемы. Предлагаются пути решения этих проблем. Особое внимание уделяется онлайн-обучению студентов из Азии и российских студентов.

Ключевые слова: Азиатско-Тихоокеанский регион, изучение русского и английского языков, университетские традиции, онлайн-курсы

The paper discusses some problems the foreign students of the Russian University of Transport have. These problems involve lack of knowledge of Russian and English languages, Asian students' low creativity in the learning process, some social problems. The ways of resolving the problems are suggested. Particular attention is given to online education of Asian and Russian students.