

## E-LEARNING IN THE FOREIGN LANGUAGE TEACHING CONTEXT

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**Abstract.** *The obvious trend is the increased use of electronic communication in our daily lives supported through increased access to the Internet via a combination of mobile devices and communication infrastructures, and providing access to a growing library of information in electronic formats. E-learning can be perceived as perpetual, sustained over a lifetime and enacted in multiple, daily occurrences as we search for information to satisfy our learning needs and contribute content that promotes understanding. E-learning can be also regarded as an engaged act created through both technical and social decisions. As it is known within the framework of modern educational programs designed for the training of bachelor students studying foreign language, most of the hours are devoted to self-controlled work. The effectiveness of the work itself, as well as its control, largely depends on the diligence and conscientiousness of the student and the time spent by the teacher to check the tasks. Obviously, spending audit hours on checking is irrational and inefficient. Therefore, the question arises about the creation and usage of interactive courses using iSpring software products that improve the effectiveness of independent work of students and optimize the work of the teacher.*

**Keywords:** *e-learning, new practice, educational process, educational program, independent work of students, students, iSpring software products.*

### Introduction

One of the leading trends in the development of the system of higher education is the strengthening of the practice oriented study of disciplines. This applies not only to the increase of the share of active and interactive methods in teaching, strengthening attention to organizing and conducting practices (Katermina, 2016; Mel'nik, 2010; Zhestkova, 2016; Zhestkova, Gubanichina, Oparina, Sidorskaya, & Gusev, 2017) but also changing approaches to organizing independent work of students. Taking into account the significant increase in the level of information and communication competence of future graduates of higher educational institutions it is important to use information and communication technologies as an organizational and substantive basis for work at home.

Such an approach to the organization of work involves the development of assignments using Internet technologies which depending on the type of assignment can be performed on-line or off-line. Forms of delivering results can

also vary: text documents (with hyperlinks), multimedia projects, databases, web pages, web quests, etc.

The purpose of this article is to identify the pedagogical potential of Internet technologies in the process of organizing work with the aim of forming educational and cognitive interest of students of higher educational institutions.

### **The theoretical background**

R. Andrews and C. Haythornthwaite consider by e-learning research a “research *into, on, or about* the use of electronic technologies for teaching and learning. This encompasses learning for degrees, work requirements and personal fulfillment, institutional and non-institutionally accredited programs, informal and informal settings. It includes anywhere, anytime learning, as well as campus-based extensions to face-to-face classes” (Andrews & Haythornthwaite, 2007, 1).

New students are increasingly comfortable in the use of online tools and techniques including searching for online information and evaluating it, selecting and downloading applications, using social networking sites and contributing to private or public discussions and news through participatory media.

Together these changes mean that all participants in the learning process are tied to a greater or lesser extent to online learning. It is no longer a separate realm for specific courses, teachers and students, but is instead a common method of working and learning across all learning experiences (Anderson, 2004).

E-learning is seen as a transformative movement in learning, not just the transfer of learning to an online stage, and the prefix ‘e-’ is used by some scholars in keeping with usage in the emerging areas of e-research and e-science. E-learning is not seen as bounded by institutional structures of courses, programs or degrees but instead as embracing the way learning flows across physical, geographical and disciplinary borders. E-learning can be perceived as perpetual, sustained over a lifetime and enacted in multiple, daily occurrences as we search for information to satisfy our learning needs and contribute content that promotes understanding. E-learning can be also regarded as an engaged act created through both technical and social decisions (Katermina, 2017).

Where e-learning embodies a transformation in learning, it entails more than just a change in delivery mechanism, it changes the way we learn.

### **Methods and organization of the research**

The main method is the descriptive one used to evaluate some characteristics of a particular situation. The objective was to describe the state and a series of variables; methods of observation and comparison were also used.

Contextual method based on assumption that difference in meaning of linguistic units is always indicated by the difference in environment was used to concentrate its attempts on determining a minimum stretch of speech and the conditions necessary to reveal in which of its individual meanings the word is used and modeling method was aimed to build knowledge-based systems with a learning capability.

The empirical part of the research was to analyse and interpret the results of the possible applications of iSpring software products which allow to create full-fledged interactive distance learning courses.

### **The results of the research**

The term ‘e-learning’ is helpful because it is a compound term. It suggests that on the one hand there is something distinctive about e-learning and on the other hand that it is different from ‘learning’. The two components – ‘e’ and ‘learning’ – develop independently and at the same time alongside each other. They are interrelated and contribute to each other’s development. A change in one triggers a change in the other. But we cannot say that the relations between these two terms are symbiotic as the latter exists to maintain a status quo. E-learning, on the contrary, is a dynamic, changing and modifying process full of new social situations, new politics, new technologies and new forms of learning.

E-learning refers to learning which takes place with the help of electronic media. The content is delivered electronically rather than being paper-based or via a person. The *electronic media* can be *CD-ROM* (Compact Disc, Read Only Memory, which is a data storage device), the *Internet*, an *intranet* (a network of connected computers similar to the Internet, but used exclusively by a specific group of users, such as employees within a company), or *software* files of various types (electronic dictionaries, digital audio files, word-processed or spreadsheet documents, or whatever).

E-learning offers some advantages over more traditional paper-based materials even when they are supplemented by audio and video tape. E-learning is now fairly common; it has a professional and modern feel to it, it uses technology which is normally already in place, and it can be designed to provide with feedback on what the learners are doing.

Most modern interactive courses designed to teach English to foreign students – Oxford, Cambridge, Longman, Macmillan – include Students' CDrom which is an electronic manual for independent work. However, it should be noted that though most of the test components are included in them, there are no explanations for grammatical phenomena which is important for many students because there is no “immersion in the environment” (which is an integral

component of working with similar courses) as well as direct monitoring by the teacher of the completed work.

There are a lot of interactive courses designed for a wide range of people who are not professionals in foreign languages.

Programs such as “English practice”, “English in 3 admission” – “Triple Play Plus”, “Talk Now!”, “I start to learn English”, etc. basically contain original texts usually voiced by native speakers, tests and quizzes on regional geography, lexical dictionaries, which, of course, testifies to the thoughtfulness and educational value, but having looked through many educational sites and language programs, it can be concluded that there are no comprehensive training courses for linguists.

There is an acute problem of creating multimedia projects that will meet the goals and objectives of a particular course and contain only necessary information and links to educational resources.

iSpring software products include the means of creating interactive tests, books, glossaries as well as full-fledged distance courses when used in combination.

#### 1. Ability to create video resources.

On the Internet you can find an infinite number of educational resources including video materials which are a kind of simulators of the language environment. The teacher's task is to point the student to the right direction at the same time optimizing his independent work as much as possible which is possible through the use of films, programs of different orientations in the educational process as well as dialogues from real life.

With the help of iSpring tools it is possible to develop video courses and tasks for independent work within the scope of any textbook. Such a video course can be presented in the format “flash player” (a program that is freely available) allowing to work with the course autonomously as well as in the format of the Internet page (Internet access is required) which makes it accessible to a wide range of users since it does not require expenditures for installation of additional software.

#### 2. Interactive tests.

Regarding the control, the creation of interactive tests makes it easier for the teacher to check and also allows the inclusion of video and audio fragments in the test. With such tests you can work remotely and the results will come to the teacher via e-mail.

#### 3. Interactive glossaries.

With the help of iSpring software products it is possible to create interactive glossaries and books in which the teacher can include any interesting information from the point of view of the curriculum. What are their advantages? The possibility of an integrative approach to the study of vocabulary at the rate of inclusion in the glossary – a compact and easy-to-use form – comprehensive

information relating to this lexical unit (definitions, examples of contextual use, etymological and cultural information), graphic, video, audio as well as hyperlinks to additional resources on the Internet in a compact and easy-to-use form.

### Conclusions

The use of e-technology in the independent work of students in various areas of training at the university in the study of linguistic disciplines can be considered as one of the criteria for implementing the individual approach to learning.

It can be noted that when using Internet technology in the independent activity of students in the process of studying linguistic disciplines the interrelation of classroom and extracurricular educational and cognitive activities is realized, new opportunities of the individual approach to teaching and monitoring students' work are given; new competencies are formed and continue to develop; new means of e-technologies are used; the ability to reflect an educational and cognitive activity when assessing the work of other students is developed.

Using e-technology students learn to highlight necessary, relevant information on the specific educational humanitarian discipline from a large amount of information on the Internet, to apply it to solve the tasks set by the teacher; to receive a specific product of independent creative activity; to defend their position during the seminar, to prove its importance for life in the information society and future professional activity (Katermina & Zhestkova, 2018).

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