Г. А. НИКИТИНА, Н. В. ТЕРНОВА

Электронные учебно-методические пособия как средство интенсификации процесса обучения иностранному языку

Повышение интереса к изучению иностранных языков приводит к тому, что растет число студентов языковых факультетов вузов. При этом входной уровень языковой компетенции может быть как продвинутым, так и довольно низким. В связи с этим актуальной становится задача выявления педагогических условий интенсификации процесса обучения иностранным языкам, поиска универсальных инструментов повышения продуктивности процесса обучения. Для достижения поставленной задачи применялся комплекс теоретико-аналитических методов, дополненный методом экспериментального обучения и статистическими методами обработки данных.

В результате исследования была выявлена система педагогических условий, способствующих созданию продуктивной образовательной среды, включая методические, содержательные, материально-технические, организационные и личностные условия. В качестве универсального инструмента, «физической оболочки» для реализации выявленных условий было определено создание учебно-методического он-лайн ресурса. Внедрение данного инструмента при решении задач обучения студентов 1 курса с низким уровнем языковой и учебной компетенций позволило повысить результативность языковой подготовки в экспериментальной группе, а также сформировать готовность студентов к построению индивидуальной учебной траектории в рамках самостоятельной работы.

Не менее эффективным стало применение учебно-методического интернет-пособия и при экспериментальном обучении студентов с продвинутым языковым уровнем при развитии их мультикультурного сознания. Результаты развития когнитивного, функционального и поведенческого компонентов мультикультурного сознания в экспериментальной группе оказались в некоторой степени выше, чем в контрольной.

Полученные результаты свидетельствуют об эффективности и высокой практической значимости электронных учебно-методических ресурсов, применение которых позволяет интенсифицировать процесс обучения иностранному языку, увеличить долю продуктивной самостоятельной работы, дает возможность студенту выбирать индивидуальную траекторию отработки учебных материалов, и, в конечном итоге, способствует формированию необходимых компетенций.

Ключевые слова: интенсификация обучения, продуктивное образование, иноязычная коммуникативная компетенция, мультикультурное сознание, экспериментальное обучение

Ссылка для цитирования:

Никитина Г. А., Тернова Н. В. Электронные учебно-методические пособия как средство интенсификации процесса обучения иностранному языку // Перспективы науки и образования. 2019. № 6 (42). С. 435-444. doi: 10.32744/pse.2019.6.36

G. A. NIKITINA, N. V. TERNOVA

Electronic teaching aids as a means of intensifying the process of foreign language teaching

Increasing interest in the study of foreign languages leads to a growing number of students of language faculties of universities. As a result, the input level of the students' language proficiency can be both advanced and quite low. In this regard, the task of identifying pedagogical conditions of the intensification of the foreign language teaching process, and the search for universal tools of increasing the productivity of the learning process becomes urgent. The solution of this task required the use of theoretical and analytical methods supplemented with the method of experimental training and statistical methods of data processing.

The study revealed a system of pedagogical conditions conducive to the creation of a productive educational environment, including methodological, content-based, technical, organizational and personal conditions. As a universal tool, a "physical shell" for the implementation of the identified conditions we determined the creation of an educational and methodological online resource. The introduction of this tool in solving the problems of teaching the 1st-year students with low level of language and educational proficiency allowed us to increase the effectiveness of language training in the experimental group, as well as to form the readiness of students to build an individual learning path in the framework of independent work.

The use of educational and methodological online manual was no less effective in experimental training of students with advanced language proficiency in the development of their multicultural consciousness. The results of the development of cognitive, functional and behavioral components of multicultural consciousness of the students of the experimental group were somewhat higher than in the control group.

The results of the study thus prove the effectiveness and high practical value of electronic educational resources. The use of such resources allows intensifying the process of foreign language teaching, increasing the share of students' productive independent work, provides students with an opportunity to choose an individual path in working with educational materials, and, ultimately, contributes to the formation of the necessary competences.

Key words: intensification of teaching, productive education, productive learning environment, foreign language communicative competence, multicultural consciousness, experimental training, individual learning path

For Reference:

Nikitina, G. A., & Ternova, N. V. (2019). Electronic teaching aids as a means of intensifying the process of foreign language teaching. *Perspektivy nauki i obrazovania – Perspectives of Science and Education*, 42 (6), 435-444. doi: 10.32744/pse.2019.6.36

Introduction

According to the data presented in the reports of EP "EF EPI Index", which is recognized as the world's largest rating of English proficiency [1], [2], Russia is among the countries with low (in 2017) and medium (in 2018) levels of English proficiency. It is obvious that the interest in mastering foreign languages, especially English, is constantly growing. This circumstance is caused by the prevailing socio-economic conditions, growing globalization level, increasing number of opportunities for a person today and, accordingly, the growth of his interests. As a result, the number of students of language departments of universities and students of language schools is growing. Educational institutions face an urgent task of increasing the level of intensity and productivity of the of foreign language teaching (FLT) process. Hence, there raise questions related to the organizational and methodological conditions that can contribute to the solution of problems denoted.

Intensification of the educational process is considered in the context of such pedagogical terms as "quality of education" and "productive education". A. I. Odintsov determines intensification of the teaching process as a system of technological methods, which allow enabling the backup capabilities of the student's personality in order to improve the efficiency of the educational process («система технологических приёмов, позволяющих задействовать резервные возможности личности обучаемого для повышения эффективности учебно-познавательного процесса») [3, p. 829].

Productivity in the pedagogical science, according to N.F. Koryakovtseva, in a broad sense is holistic learning, focused on the formation of a creative personality through the disclosure and actualization of the creative potential reflected in the educational product, by incrementing the new knowledge to the already known one («целостное обучение, ориентированное на становление творческой личности путем раскрытия и актуализации творческого потенциала, отражённого в образовательном продукте, путем приращения нового к уже известным знаниям») [4, p.7]. K.Yu. Vartanova considers the concept of productive educational activity from two sides: as opposed to reproductive activity and as creative activity [5]. Thus, it is obvious that essential characteristics of the intensification of the teaching process include activation of creative potential of a personality, realization of the main objectives of learning through the activity approach, and development of reflective and regulative skills of students. Consequently, it can be argued that productive learning is an educational process that leads to the development of the role of an individual in the community and to the change of the community itself [6], [7], [8].

At the initial stage of training, it is important for the teacher to instill in students a personal rational style of learning activity, which contributes to the development of normative and productive skills when performing language tasks with the help of props (instructions, strategies). Individual productive skills – the ability to choose, analyze, etc. – form acquired personal qualities of learning, i.e. competence [5].

Thus, it should be noted that productive educational activity has the following characteristics: creative focus on discovery, reliance on the formation of educational competences, focus on the creation of personal educational product, and improvement of the experience in new ways. The effectiveness of the learning process, its intensification are

associated with the creation of a number of pedagogical, organizational and methodological conditions, and with providing the so-called productive learning environment [8].

Studying the concept of "pedagogical conditions", we can identify several aspects that are emphasized in the modern pedagogical science. Firstly, it is noted that pedagogical conditions are an integral element of the pedagogical system. N. Ippolitova [9, p. 11] and M. V. Zvereva [10, p. 30] emphasize this characteristic in their works.

Secondly, a number of researchers consider pedagogical conditions as a set of measures of pedagogical influence and possibilities of the material and spatial environment. For example, V.I. Andreev interprets the term "pedagogical conditions" as a set of measures, content, methods, techniques and organizational forms of training and education («комплекс мер, содержание, методы, приемы и организационные формы обучения и воспитания») [11, p. 120]. V.A. Belikov, E.I. Kozyreva consider pedagogical conditions in terms of the totality of objective possibilities of content, forms, methods and material-spatial environment aimed at solving the tasks set in pedagogy [12, p. 59], [13, p. 11].

Moreover, researchers understand tools of pedagogical impact as content, methods, techniques and forms of training, curriculum and methodological support of the teaching process. Possibilities of the learning environment are defined as educational and technical equipment, natural and spatial environment of the educational institution, etc.

In addition, a number of researchers note that pedagogical conditions have the property of directedness. E.M. Khrykov [14, p. 12], N. M. Borytko [15, p. 127], P. N. Pavlov [16, p. 23] argue that not all features of the spatial environment are the teaching conditions, but only those that are created by the teacher and are the product of his work.

We believe that the effectiveness of the entire teaching process depends on the construction of certain pedagogical conditions. Pedagogical conditions directly affect the formation of personal qualities, skills and abilities of students and pupils, the effectiveness of training.

In FLT, communicative competence is regarded as an educational product. It may be formed to a greater or lesser extent, depending on the stage of training, the needs of students and the created pedagogical conditions. Since the importance of foreign language proficiency in the modern world is increasing, and the current socio-economic situation determines the needs of employers related to the knowledge of the English language, there is an urgent need to create such conditions in which the language learning process will be as intensive and productive as possible.

In our study, we study the process of teaching English at a university department of foreign languages. English language proficiency at an advanced level in this case is a necessary professional characteristic of the graduates of the department. However, ensuring the effectiveness of training may be influenced by the initial level of the components of the communicative competence. According to the admission rules, all the school graduates, who have passed the final state exam in English with the grade from 22 up to 100 points, can enter the university. In addition, a part of the student body is foreign students. At the same time, all the university graduates should develop their professional competences while studying. In this regard, it is necessary to consider a question of universal tools and organizational and methodological conditions that would contribute to the intensification of the process of foreign language teaching in all students' groups. Therefore, the aim of this study was to identify and experimentally substantiate the relevant pedagogical conditions and tools for their implementation.

Materials and methods

The task of identifying pedagogical conditions, including organizational and methodological ones, that are necessary to intensify the process of FLT at a foreign languages department, has predetermined the necessity to explore theoretical and methodological literature in connection with the problem under study. Moreover, we studied the sources describing the experience of creating productive learning environment, and regulatory documents accompanying the process of FLT at universities.

The set of theoretical and analytical methods was supplemented with experimental training and statistical methods of data processing. It should be noted that, since we were faced with the task of finding universal educational tools, the study of the process of intensification of foreign language teaching at the Faculty of Foreign Languages and Linguodidactics of Saratov State University was conducted in two stages.

At the first stage, an educational model of autonomous educational activity for foreign students of the 1st year with a relatively low input level of English proficiency was developed. The number of the experiment subjects was equal to twelve. The implementation of the model was carried out on the basis of the resource language Internet laboratory "English for You" during the period from October 2016 to April 2017 [17]. As a part of the pilot study at this stage, we conducted surveys, diagnostic testing in the experimental and control groups of students to compare the level of mastery of competences according to the following parameters:

- the ability to work with information, set goals, increase the level of complexity of language tasks, plan the time spent on the studying, predict the final result, independently develop their own individual way to master communicative skills;
- skills of correction of educational strategies in case of their inefficiency, application of knowledge of lexical-grammatical, stylistic structures of the language in written and oral communication, an ability to work in teams, tolerantly perceiving social and cultural differences of each participant.

At the second stage of the study in the period from October 2017 to may 2019, the experimental group was comprised of the thirteen 3rd-year students with advanced English proficiency. The aim of the experiment was to intensify the development of multicultural consciousness of students. To solve this problem, an Internet resource was created in the format of a teacher's blog "Real English" [18]. For the primary assessment of the level of multicultural consciousness development, as well as for the assessment of the effectiveness of the developed resource, we created a test aimed at assessing the three aspects of multicultural consciousness: cognitive, functional, and behavioral. Within the framework of the created test system, four levels of multicultural consciousness were identified: advanced, high, medium, low.

Results and discussion

The study of the problem of productive teaching, as well as identification of the main characteristics of intensive teaching, suggest that in order to provide effective teaching we should create a number of conditions conducive to the formation of a certain production environment. The term "pedagogical conditions" in this paper is interpreted as a component

of the pedagogical system, purposefully designed by the teacher, which includes a set of measures of pedagogical influence and opportunities of the environment used for the successful solution of educational problems.

Due to the fact that the effectiveness of the training is directly linked to personal educational results, and productive training can be provided on the basis of the creative potential of a student's personality through cognitive activity, it can be argued that the pedagogical conditions, conducive to the intensification of the process of foreign language teaching, constitute a system, elements of which are methodological, content, technological, organizational and personal conditions. Methodological conditions assume the primacy of active and interactive teaching methods. An essential component of the teaching content is the availability of authentic materials with socio-cultural component. Material and technical conditions imply the use of the Internet in the educational process. Organizational conditions are associated with the construction of the educational process on the principle of the activity approach, activation of independence in cognition, building a clear algorithm of educational activities (programming). Finally, personal conditions imply the creation of the atmosphere of trust, dialogue and cooperation in the interaction of students and teachers, the growth of motivation and awareness of learning.

It seems that the "physical" embodiment of the productive environment, where the whole system of selected pedagogical conditions would be represented, can be created in the form of an online resource developed by the teacher. The resource should be filled with certain educational and methodological content corresponding to the target settings of the course, the needs of students and the level of their language proficiency.

This solution seems to be the best universal tool to solve the problems of intensification of the teaching process, including foreign language teaching. The educational-methodological online resource, created by the teacher with the view of the specific educational situation, should be based on the principles of the productivity of educational systems, would meet the requests of students, their interests and academic abilities, and the requirements of modern economy and educational standards [19, p. 27-28]. Moreover, the use of electronic resources in itself is a way to improve the efficiency of the learning process [20, p. 479]. Teachers recognize the computer and the Internet as a necessary means of teaching [21], [22]. And the need for these teaching aids is growing every day: "Computers play a crucial and rapidly evolving role in education, particularly in the area of language learning" [23].

Development and application of educational and methodological on-line resources created for teaching students of the Department of Foreign Languages and Linguodidactics with different language levels, allows us to note the positive dynamics in the formation of foreign language communicative competence.

In particular, the following results were obtained when teaching 1st-year students with quite a low initial level of the English language proficiency (figure 1):

The data presented in the graphs show an increase in the level of language proficiency in written communication: the result is 40 % higher compared to the results of the entrance test.

The growth of the level of educational productivity in the experimental group, when implementing the Internet language laboratory, is confirmed by the fact that the students of the experimental group (group of foreign students) acquired basic skills of constructing individual learning paths, learned how to cope with difficulties that arose at the beginning of their education, acquired skills of planning their studying process, of goal setting, and of timing the assignments.

Figure 1 Results of preliminary and final diagnostics of the level of speech skills and abilities of the 1st-year students (2016-2017 academic year)

The introduction of the educational and methodological on-line resource, created to improve the communicative competence of students of the 3-4 years for the development of their multicultural consciousness, also led to positive results (figure 2):

Figure 2 Comparative analysis of the dynamics of multicultural consciousness components in the experimental group of the 3-4 years (2017-2018 and 2018-2019 academic years)

The data obtained indicate that positive dynamics is observed in both the control and experimental groups, but the quality of this dynamics differs significantly. If at the stage of the entrance testing in the experimental group 72 % of students had an average level of formation of multicultural consciousness, the results of the control testing show that the number of students with high and advanced levels of multicultural consciousness has increased (38% and 38%, respectively). While in the control group, the number of students with the average level of multicultural consciousness at the initial stage was 74 %, with the repeated testing – 46 %, which remained the predominant value.

It should be noted that the growth of effectiveness in both the control and experimental groups was observed in all components of multicultural consciousness - cognitive, functional and behavioral, due to objective factors: education at the Department of Foreign Languages and Linguodidactics is aimed at the formation of intercultural competence. However, in the control group, the growth rate is not crucial: the cognitive component of multicultural consciousness was developed by 3 %, functional – by 5 %, behavioral – by 4 %. While the growth rates of the same indicators in the experimental group are more significant: the cognitive aspect of multicultural consciousness increased by 12 %, functional and behavioral – by 8 % and 11%, respectively.

In other words, introduction of additional teaching online aids, created in accordance with the specific objectives of training, as well as depending on the characteristics of students, allowed us to create productive learning environment and to intensify the learning process.

No doubt, such work requires a certain amount of time and effort on the part of the teacher. The development of a resource that meets the requirements of the curriculum on the one hand, suits the interests of students, on the other, filling this resource with authentic socio-cultural content, providing methodical step-by-step organization of the students' independent work on the basis of the created resource (in our case, the Internet language laboratory and a teacher's blog) is a complex methodological task. However, it is obvious that university teachers always develop additional teaching manuals. This task is actualized by the fact that there are different training profiles within one educational direction. Besides, each educational programme contains the part formed by the participants of educational relations.

At the same time, unlike traditional course books created in a book format, the Internet resource can be easily adapted to specific educational conditions. Moreover, for students, this format is clearer and closer, it allows creating interactive tasks that require understanding, creative implementation, independent search, and analytical activities.

Conclusion

Intensification of teaching is naturally associated with an increase in the effectiveness of classes, i.e. with the productive nature of the educational process. In this study it has been proved that the electronic environment, through which it is possible to ensure the implementation of the basic pedagogical conditions of productive training, may be developed in the form of a website where students perform various tasks in extracurricular hours to practice lexical, grammatical, auditory skills, work with information, create their own texts, dictionaries on topics (glossaries), place useful links to educational materials. At present, at the Department of Foreign Languages and Linguodidactics, several disciplines and practical trainings, both for full-time and part-time students, are taught with the help

of such Internet manuals. The practical value of online manuals is that they allow teachers to increase the share of students' productive independent work, enable students to choose an individual trajectory in studying educational materials, and, ultimately, contribute to the formation of the necessary competences.

Acknowledgments

The authors are grateful for the help in the development of the Internet resources and the organization of the training experiment to Appak Elizaveta, a teacher of English in MBOU SOSH №32 in Engels, and to Mostovaya Svetlana, a master's student of the Department of Foreign Languages and Linguodidactics of Saratov State University.

REFERENCES

1. EF EPI report. 7th edition (2017). Available at: <https://www.ef.ru/~/media/centralescom/epi/downloads/full-reports/v7/ef-epi-2017-russian.pdf> (accessed 1 September 2019).
2. EF EPI report. 8th edition (2018). Available at: <https://www.ef.ru/epi/> (accessed 1 September 2019).
3. Odintsov A.I. The problem of intensification of the learning process in modern pedagogical science. *Young scientist*, 2015, no. 3, pp. 829-831. (In Russ.)
4. Koriakovtseva, N.F. Theory of teaching foreign languages. Productive educational technologies. Moscow, Academy Publ., 2010. 192 p. (In Russ.)
5. Vartanova, K.Yu. The problem of productive educational activity of the student at the initial stage of training. *Pedagogical Sciences*, 2010, no. 5. Available at: http://www.rusnauka.com/21_NNP_2010/Pedagogica/70711.doc.htm (accessed 7 August 2019). (In Russ.)
6. Chamina O.G. Productive learning: potential of the development in high school. *Modern problems of science and education*, 2015, no. 5. Available at: <https://science-education.ru/en/article/view?id=22454> (accessed 5 September 2019).
7. International Network of Productive Learning Projects and Schools. Available at: <http://www.ineps.org/productive-learning.html> (accessed 1 September 2019).
8. Ansyari M. A Productive Learning Environment: A Brief Overview. *Al-Manar Journal of Education and Islamic Studies*, 2015, 5. Available at: https://www.researchgate.net/publication/301348572_A_PRODUCTIVE_LEARNING_ENVIRONMENT_A_BRIEF_OVERVIEW (accessed 5 September 2019).
9. Ippolitova N. Analysis of the concept "pedagogical conditions": essence, classification [*Analiz ponyatiya 'pedagogicheskiye usloviya': suschnost', klassifikatsiya*]. *General and Professional Education*, 2012, no. 1, pp. 8-14. (In Russ.)
10. Zvereva M.V. On the concept of "didactic conditions" [*O ponyatii "didakticheskiye usloviya"*]. *New Researches in Pedagogical Sciences*, 1987, no. 1, pp. 29-32. (In Russ.)
11. Andreev V.I. Dialectics of education and self-education of a creative person. [*Dialektika vospitaniya i samivospitaniya tvorcheskoy lichnosti*]. Kazan, KSU publishing house, 1988. 238 p. In Russian.
12. Belikov V.A. Education. Activity. Personality: monograph. [*Obrazovaniye. Deyatel'nost'. Lichnost': monografiya*]. Moscow, Academy of Natural Sciences Publ., 2010. 310 p. (In Russ.)
13. Kozyrev E.I. School of a teacher-researcher as a condition for the development of pedagogical culture [*Shkola pedagoga-issledovatelya kak usloviye razvitiya pedagogicheskoy kultury*]. *Methodology and Methods of Natural Sciences: collection of scientific works*, 1999, vol. 4. Omsk: Publishing house of OmGPU, 24 p. (In Russ.)
14. Khrykov Y.M. Pedagogical conditions as a component of scientific knowledge [*Pedagogicheskiye usloviya kak sostavlyayushchaya nauchnykh znaniy*]. *Path of Education*, 2011, no. 2, pp. 11-15. (In Russ.)
15. Borytko N.M. In the space of educational activity: Monograph. [*V prostranstve vospitatil'noy deyatel'nosti: Monografiya*]. Volgograd, Peremena Publ., 2001. 181 p. (In Russ.)
16. Pavlov S.N. Organizational and pedagogical conditions of formation of the public opinion by local governments: PhD in pedagogical sciences thesis. [*Organizatsionno-pedagogicheskiye usloviya formirovaniya obshchestvennogo mneniya organami mestnogo samoupravleniya: dis. ... kand. ped. nauk*]. Magnitogorsk, 1999. 179 p. (In Russ.)
17. Appak E.A. English for You: Experimental site of the model of development of students' AUD. Available at: <https://sites.google.com/site/englishwithappakelizaveth/> (accessed 30 August 2019).
18. Mostovaya S. A. Teacher's blog "Real English": Internet resource for the 3rd-year students of the Department of Foreign Languages and Linguodidactics. Available at: <https://mostsv.wixsite.com/realenglish> (accessed 30 August 2019).

19. Kondrashova, N.N. Formation of information competencies of the high school teacher [Formirovaniye informatsionnih kompetentsiy prepodavatelya vysshey shkoly]. *Perspectives of Science & Education – Perspektivy nauki i obrazovania*, 2017, no. 6(30), pp. 26-28. Available at: pnojurnal.wordpress.com/archive17/17-06/ (accessed 30 August 2019).
20. Makarova N. N., Chernova N. V. Experience of using electronic educational resources [Opyt primeneniya elektronnykh obrazovatelnykh resursov v protsesse prepodavaniya istorii Rossii v universitete]. *Perspectives of Science & Education – Perspektivy nauki i obrazovania*, 2019, no. 3 (39), pp. 474-488. doi:10.32744/pse.2019.3.36
21. Biljana Cvetković Novković, Lazar Stošić, Alla Belousova Media and Information Literacy - the Basis for Applying Digital Technologies in Teaching from the Discourse of Educational Needs of Teachers. *Croatian Journal of Education - Hrvatski časopis za odgoj i education*, 2018, vol. 20, no. 4.
22. Babcock R. D., McMellon B. E., Athyala S. Teaching online courses in linguistics. *Literary and Linguistic Computing*, 2015, vol. 30, issue 4, November, pp. 481-494. doi: 10.1093/lilc/fqu039
23. Beatty Ken Teaching and Researching: Computer-Assisted Language Learning London and New York: Routledge, 2013.

Информация об авторах
Никитина Галина Александровна
(Россия, Саратов)

Доцент, кандидат педагогических наук,
заведующий кафедрой английского языка и
методики его преподавания
Саратовский национальный исследовательский
университет имени Н.Г. Чернышевского
E-mail: dimgalnick2@yandex.ru
ORCID ID: 0000-0003-2941-287X

Тернова Наталья Владимировна
(Россия, Саратов)

Старший преподаватель кафедры английского языка
и методики его преподавания
Саратовский национальный исследовательский
университет имени Н.Г. Чернышевского
E-mail: ternovanv@mail.ru

Information about the authors
Galina A. Nikitina
(Russia, Saratov)

Associate Professor,
PhD in Pedagogical Sciences,
Head of the Department of English and its Teaching
Methods
Saratov State University
E-mail: dimgalnick2@yandex.ru
ORCID ID: 0000-0003-2941-287X

Natalya V. Ternova
(Russia, Saratov)

Senior Lecturer of the Department
of English and its Teaching Methods
Saratov State University
E-mail: ternovanv@mail.ru