DEVELOPING COMMUNICATION SKILLS WHEN USING ELECTRONIC EDUCATIONAL RESOURCES IN FOREIGN LANGUAGE TEACHING

Elena Andreeva[1*], Inna Korneva[2], Elvina Kapustina[3]

[1]Assist. Prof. Dr., Kazan Federal University, The Russian Federation, elenaandreeva7788@mail.ru
[2]Senior teacher, Kazan Federal University, The Russian Federation, favouriteworkk@mail.ru
[3]Senior teacher, Kazan Federal University, The Russian Federation, elvina.kapustina@kpfu.ru
*Corresponding Author

Abstract

The article describes the structure of the electronic educational resource "Land engineering and water management", presents the main types of exercises and tasks that contribute to the development of communication skills through learning situations that help learners master various types of speech activity. Particular attention is paid to the description of the practice-oriented exercises created using the Hot Potatoes program, which is an instrumental wrapper program that allows you to personalize training, controlling the pace and quality of each task; establish feedback and have an objective assessment of the results of students' work. The material of the article reflects the main didactic principles (clarity, interactivity, practical orientation, accessibility, science and consistency of presentation of the material, modularity), which must be considered when drawing up exercises. The result of the research is the conclusion that electronic educational resources help to increase the motivation to learn a foreign language, and also provide ample opportunities for the development of all types of speech activity in the process of performing communication tasks selected by compilers taking into account the specifics of student learning.

Keywords: higher school, student, foreign language teaching, electronic educational resource, communication skills, exercises, didactic principles.

1. INTRODUCTION

The need to introduce new educational technologies becomes a reflection of innovative processes of the development of higher education system (Fakhrutdinova, E., Fakhrutdinova, A., Severyanov, Valeev, 2013). Studying a foreign language at university promotes the development of the general cultural and professional competencies of students (Nazmieva, Plakhova, Pershina, 2017; Nazmieva, Andreeva, Soboleva, 2017).

One of the main goals of a foreign language teaching in higher education sphere is a communicative competence which refers to the ability and readiness to establish foreign language interpersonal and intercultural communication. To achieve this goal both traditional and innovative teaching aids are used.

One of the innovative learning tools is the use of computer technology. The ample opportunities of a foreign language e-learning are highlighted by contemporary researchers (Khakimzianova, Gubaidullina, Ilyasova, 2018).

The use of electronic educational resources (EER) in the process of a foreign language teaching is of particular importance since traditional teaching methods give place to more advanced methods that can facilitate the perception and consolidation of educational content by students. In foreign language classes

EER allows university teachers to train various types of speech activity, develop linguistic abilities, implement an individual approach, and activate self-directed work of students (Andreeva, Korneva, Kapustina, 2018, p. 2195).

The use of computer technologies in the process of teaching a foreign language is aimed at the formation of a foreign communicative competence.

The structure of a foreign language communicative competence includes a number of competencies. First of all, it is a linguistic competence that is the ability of a person to correctly construct grammatical and syntactic forms of a particular language in accordance with the norms. The linguistic competence includes the following competencies: language (knowledge in the field of the language system) and speech (mastery of the norm of speech behavior in all types of speech activity). It must be noted that it is impossible to deal with communicative goals without knowledge of the grammatical structure of a foreign language. But mastering the grammatical system of a language occurs only on the basis of familiar vocabulary. Consequently, both grammatical and lexical skills and abilities serve as the center of language competence on which speech skills and abilities rely (Shcheglova, 2011, pp. 106-107).

Case studies helping students acquire knowledge and skills in various types of speech activity (reading, listening, speaking, writing) are of the highest importance for the formation of the communicative competence in foreign language classes. To achieve this goal the structure of the EER provides students with the exercises and training activities.

Exercises are an important component in the process of a foreign language teaching. When creating exercises the following didactic principles should be taken into account: the principles of visualization, interactivity, practical orientation, accessibility, scientific character and consistency of presentation of the material, and modularity.

2. MAIN TEXT OF THE PAPER

The electronic educational resource "Land engineering and water management" is designed for the full-time first and second-year students of the Institute of Management, Economics and Finance of Kazan Federal University majored in Environmental Management and Water Use. The e-course consists of eight modules and contains professional texts on such topics as "Lakes", "Rivers", "National Parks", "Deforestation", "Climate Change", "Landscape Design", "Acid Rains", "Recycling".

Each of the eight modules of the electronic educational resource has the following structure:

1.The name of the module and a brief description of its content.

2.The guidelines for students to learn the module.

3.Literature (List of Internet links on the topic).

4.Glossary (English-Russian dictionary to the text).

5.Reading (Text for reading).

6.Reading task 1 (Exercise on the text № 1 "Gap-fill exercise").

7.Reading task 2 (Exercise on the text № 2 "Matching exercise").

8.Readind task 3 (Exercise on the text № 3 "Mixed-up sentence exercise").

9.Watching and listening.

10.Watching and listening Quiz (Test on the video).

11.Explore the topic with friends (Chat).

12.Writing Task (Task developing writing skills).

13. Final test (Final test on a module).

The exercises created in the EER "Land engineering and water management" by means of Hot Potatoes program have the following distinctive features: they are visual and interactive, since they are embedded in the instrumental shell program and appear on a computer screen in front of a student; the activities are practically oriented as they are created on the basis of professional vocabulary from the field of environmental engineering and water use; the activities are based on scientific professional texts with a consecutive presentation of the material; the activities are available and are intended to be performed within

each module of the EER. Hot Potatoes allows teachers to create different types of activities that are saved in the format of a web page. To do exercises a student needs only a web browser.

So, the structure of the EER "Land engineering and water management" includes lexical and grammatical exercises on the text and test tasks (to control listening skills and to assimilate the content of a module) compiled through the Hot Potatoes shell program. The following types of exercises are presented:

I. JCloze – Filling in the gaps.

Fill in the gaps using the words given:

   1. All lakes slowly disappear as their basins fill with [   ] and plant material.

   2. The lake becomes smaller, starting at the [   ] and working toward the middle.

   3. Eventually, the lake becomes [   ] land.
   edges, dry, sediment

II. JMix - mixed-up sentence exercise.

Put the part in order to form a sentence.

1. Snow, this, rain, is, can, fog, dust, hail, or, even, include, acidic, that.

2. Then, the, these, water, other, and, mix, before, to, ground, with, materials, falling.

3. Industries, oil, refineries, other, and, manufacturing.

III. JMatch – Matching the words.
Match the items on the right to the items on the left.

carbon	biodiversity
world's	forests
protect	sink

IV. JQuiz - Quiz (multiple choice answer).

End-of-Module test.

Recycling is …

A. the process of converting waste. B. the process of burning waste. C. the process of waste consumption.

The use of the Hot Potatoes program in the EER structure provides with good results in teaching, since this program has an interactive form and presents exercises results to a student by evaluating each completed task. In addition, doing exercises compiled with the help of the Hot Potatoes program allows teachers to: increase students' motivation to learn a foreign language and their cognitive activity; speed up the process of practicing and mastering new content of the course; to individualize learning controlling the pace and quality of each task, which contributes to the progress of each student; establish feedback and have an objective assessment of the results of students' work.

The structure of the EER also includes communication tasks that contribute to the formation of speech skills. The tools available for reinforcing these skills in the Moodle system are as follows:

- A chat in each module where students can freely communicate and discuss EER topics:

1. Explore the topic "Deforestation" with friends.

Topics for discussion: 1) Vital product of the forest. 2) Forms of deforestation. 3) The lost forest in the Amazon. 4) WWF activity.

2. Speak about an important function that deforestation undermines.

- A news forum for students to communicate with each other and with a teacher;
- An activity for the development of writing skills involving the creation of thematic presentations:

Prepare a presentation on one of the themes:

1. Advantages of recycling. 2. Sorting of recycling waste. 3. Recycling of different materials. 4. A quiz and

a crossword "Deforestation".

It should be noted that interactive forms of exercises are very effective when teaching a foreign language and can be used both during practical classroom activities and in the process of independent work of students (Andreeva, Chumarina, Korneva, 2017; Andreeva, Korneva, Kapustina, 2017).

3. CONCLUSION

Thus, the EER contributes to increasing the motivation to learn a foreign language and also provides ample opportunities for the development of all types of speech activity in the process of fulfilling communication tasks selected by compilers taking into account the specifics of student learning. In addition, electronic educational resources help students overcome difficulties in learning, show them the possibility of using information and communication technologies for self-education in the process of independent work, including research activities. All these factors allow students to become competitive professionals.

4. ACKNOWLEDGEMENT

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