Information and Communication Technologies in Teaching Russian Language at Kazan (Volga Region) Federal University

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1. Introduction

Modern conditions of life, the constant development and introduction of new technologies have had a profound impact on the lifestyle of the person. Every sphere of human life has undergone through some changes due to the introduction of electronic means aimed for improving a particular activity. Of course, such changes also affected the sphere of education. Now there are definite demands both to teachers and student in the field of information competence that we could not imagine even 30-50 years ago. The mentioned things are teacher`s behavior in the online space, the development tolerance towards student`s. These problems have been explored by scientists. The problem of Internet communication was investigated in the works of Xanthidis, Alali [1], Hajli, M., Bugshan, H., Lin, X., Featherman, M. [2]. In addition, a major innovation is the computerization of the learning process, which implies the introduction of information tools into the educational process [3].

1.2 E-learning in high school

Informatization of the modern society and closely connected with the processes of information of all forms of educational activities are characterized by processes improvement and mass propagation of modern information and communication technologies. Such technologies are extensively used to transfer information and provide interaction between the teacher and student in modern systems of open and distance education. The modern teacher must not only possess knowledge in technologies, but also be an expert on their use in their professional activities. Such technologies include the e-learning system. The development of e-learning is one of the major trends in education throughout the world. Among the variety of forms, methods, tools, e-learning, undoubtedly, occupies the leading position in the Learning management System (Learning Management Systems, LMS). Currently in the world there are several dozens LMS. At the Kazan Federal University is used LMS MOODLE (Modular Object –Oriented Dynamic Learning Environment – Modular Object-Oriented Dynamic Learning Environment).

It is important to note that we talk about extracurricular work of students, which is accompanied by methodological support and schedule run-time. Quality assessment of mastery of the basic curriculum includes the current control of progress, intermediate certification and final certification. For each discipline should have developed specific forms and procedures of current and intermediate control of knowledge. To solve this problem different funds have been created? Among them: including the typical tasks, control works, tests and control methods, allowing to estimate knowledge, abilities and the level of acquired competencies. In addition, students are given the opportunity to evaluate the content, organization and quality of the educational process in general and the work of individual teachers.

We propose to review the functioning of the LMS MOODLE in the course "Syntax of modern Russian Language". This course is studied over 2 semesters, as a subject of study includes material on the following topics: phrase, simple sentence, complicated sentence, complex sentence, text. We have divided the course into 10 topics, which allow us to develop the skills to work with these syntactic units. Each topic includes both theoretical material and practical tasks. Some of the topics include creative tasks, involving the creation of proposals based on a specified design. This division is typical for a classic teaching process.

New system provides a unique opportunity to equip the e-course with assignments and links to video material and additional literature, which is available in free access. The feature of the system is the creation of chat, allows-line to ask the teacher any questions on any issues or just to discuss the issue in the group. This component allows the student not to hesitate to ask a question. Moreover, we assume that the presence of the chat allows the student to develop skills in the field of business communication as a conversation in online chat with the teacher has a specific regulation which is respected by all participants in the dialogue. This aspect of e-learning was discussed in [4], [5], [6]. All conversations are held in a formal style that develops the skills of business writing.

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The system can create and store electronic learning materials and to specify the sequence of their study. Due to the fact that access to Moodle is via the Internet or other network, students are not tied to a specific place and time, can move through the material at their own pace from any part of the globe. This fact allows students to be academically mobile and at the same time to monitor the educational process of each course. For example some of the students attending the course "Syntax" are now in Poland, but this does not prevent them to acquire knowledge for the course. The Bank of assignments and tests also should be mention, as the questions on previous topics included not only in the current test, but subsequent tests. This approach allows us update the already studied material constantly and hence to improve their knowledge and skills. Additional characteristics of the tests: the number of attempts, the possibility of a return to a previous question, limited duration of the assignment – not only organize the students, but also form them responsibility to himself for the faithful and just-in-time completed task. We conducted experiments with deadlines and have come to the conclusion that a short period of time (1-2 days) is most productive in this case. The same task with the dead-line long as one week allows students to relax, and sometimes to forget about the job. Moreover, the electronic format allows you to use as a "textbook" not only the text of the lecture, but also interactive resources in any format, from Wikipedia article to the video on YouTube. All course materials are stored in the system, you can organize them using labels, tags, and hypertext links. Treatment of students, additional literature significantly expands the linguistic student`s outlook and forms the aspiration to self-development.

The Moodle system provides a lot of tools: wiki, Glossary, blogs, forums, workshops. This training can be done asynchronously, where each student learns the material at their own pace and in real-time, online organized lectures and seminars. Practical lessons on complicated sentence, complex sentence are completed with a creative task that students perform in Word format and attach to the resource. The final work teacher unloads on his computer and checks personally. Such tasks allow students not to go strictly in the "question and answer" field, but to discover their potential, to demonstrate their knowledge in an open form. So, at the rate of syntax students are encouraged to perform a comprehensive analysis of sentences: divide it into blocks and characterize each of the blocks, to give a full syntactic parsing of each sentence.

It is important to note that students do not have the ability to write off during the test, as the test is held during short time and the time for each question is strictly limited. In the forum you can discuss by groups, assess message, attach files of any format. In private messages and the comments students can discuss the specific issue with the teacher personally. Chat discussion takes place in real time.

In addition, this system can be used as a modern messenger like Wats Up/ Viber, as within the resource it is possible to send the necessary information. Any changes in the structure of the course or practical tasks immediately appear on the page of each participant.

Moodle creates and keeps a portfolio of each student: all of them put work, evaluation and comments from the teacher, the message in the forum. This allows you to control the "attendance" activity of students, their academic work online.

To determine the productivity of Moodle, we divided the group in 2 subgroups. Subgroup № 1 was called only for practical and lecture classes, but did not perform the tasks in Moodle. Subgroup № 2 attended classes and worked in Moodle. During the semester we conducted the sections of knowledge, which allowed to determine the degree of mastery of the material. It was found that:

1. The theoretical material learned well enough both in 1 and 2 subgroup;
2. Subgroup № 2 perform practical tasks accurately and in a shorter period of time;
3. Subgroup № 2 better knows additional literature;
4. Subgroup № 2 is more disciplined and organized.

Possibilities that Moodle gives users can be grouped by role:
- students learn anytime, anywhere at a comfortable pace,
- spend more hours in-depth study of interesting topics
- knowledge leads to better absorption,
- develops curiosity and responsibility.

Teachers support the course to date, change the order and method of presenting the material depending on the work group, provide feedback to students, including after graduation.

References

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