Modeling the Science Speech Style Lesson Using Digital Education Resources

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Keywords: E-Course; Scientific Style of the Speech; Educational Process; Feedback; the Integrated Educational Environment.

Abstract. The article is devoted to the use of digital educational technologies in the process of teaching foreign students the scientific style of speech, as well as research directions in computer lingvodidactics. Modeling the science speech style lesson using digital education resources was based on comprehension of the current educational situation: the aim is to develop scientifically based concept for the strategy of integrating multimedia technologies into the system of language education; the results of pre-experimental section results: 1) a large number of lexical and grammatical errors in a monologue; 2) unformed different competencies; the results of experimental training: formed competencies; the way to achieve the result is to integrate digital educational resources into the process of teaching the Russian language; means of connection—the virtual training environment Moodle and TUIS (telecommunication training information system); the form of integration is the “Scientific style of speech” macromodule in the practical course of the Russian language.

1. Introduction

E-learning is actively included in the system of high vocational education. Three areas of research can be distinguished in theoretical and applied aspects of computer lingvodidactics.

The first area is research on the development of theoretical aspects on the use of computers in language training. The second direction includes experimental work on the creation and use of computer materials for various purposes, forms and training profiles in the educational process. The third direction explores ways of integrating computer education into the general process of language education and to develop effective methods of organic use of information technologies in the educational process [1].

Remote education technologies complement face-to-face learning, making space arvourlable for:

- developing quality e-learning courses in Moodle virtual learning environment;
- opening up new prospects for realization of their professional pedagogical potential taking into account the possibilities of e-learning;
- transferring and controlling of knowledge acquisition without a teacher.

2. Methodology

Effective use of ICT and multimedia technologies to activization the personal potential of students in the course of their education foreign language is devoted to the work of domestic: A.N. Bogomolov, M.Yu. Bukharkina, A.D. Gartsov, L.A. Dunayeva, M.N. Evstigneev, Yu.R. Koftan, M.V. Moiseeva, A.L. Nazarenko, E.D. Nelunova, E.D. Patarakin, E.S. Polat, A.E. Petrova, V.A. Pleshakov, R.K. Potapova, O.G. Smolyaninova, P.V. Sysoyev, S.V. Titova, A.V. Filatova, S.S. Khromov, O.V. Shlykova and foreign: J. Anis, Ch. Bonrepoux, G. Brown, C. Bourguignon, M. Canale, F. Capucho, J.-P. Carrier, J. Crinon, M. Lebrun, D. Legros, N. Marty, S. Papert, B. Skinner researchers. These
specialists have accumulated extensive theoretical and empirical material revealing the expediency and the need to use multimedia technologies in learning to foreign language.

3. Object of Research

Moodle is one of the popular LMS (Learning Management System), which implements the philosophy of "pedagogy of social constructivism," is focused on the organization of interaction between teacher and learner and is suitable to support the educational process in any form of training [2, 3, 4].

The electronic course "Profession-political scientist" can be used for independent work of students, the share of which increases every year, and only effective organization of extra-educational activities can ensure stable quality of educational results [5].

Traditionally, it is the assimilation of the content of the educational discipline on the basis of the study of the scientific style of speech on the material of the language of the specialty within the framework of the Russian language as a foreign language. The purpose of initial education is not only to teach students the basics of the subject, but also give them the skills to work independently with a textbook, a reference book and modern Internet resources.

E-learning manuals integrate traditional teaching and modern information and communication technologies (ICT). Such textbooks differ from traditional interactivity, the ability 1) for students to choose the individual vector of learning modules; 2) quick updating of educational and methodological material, which allows to applying more flexible forms of its structuring and presentation. The creation of a library of modules allows to providing invariant training: to form a structure of discipline taking into account the direction of training; amend and supplement the contents of individual modules depending on the timing of the training.

Individual training for learners can be provided through the use of e-learning tools as additions to basic textbooks produced in traditional form. Computer classes are required to apply electronic components. It should be noted that this is a rather scarce resource, which is used mainly for border and final control in the form of testing. More opportunities are provided by techniques that apply the concept of BYOD (Wing Yor Own Device) in the educational organization models of foreign students. It suggests educational communication and access to educational Internet resources through mobile devices. This approach extends the temporal and spatial boundaries of learning. Communication for the purpose of learning scientific style of the speech in the material of the language of the specialty goes beyond the institutional framework of the educational institution. The composition of participants of the educational process, receiving access to educational materials and results of training, the range of technical means and information technologies is expanding. The basis of educational communication is electronic projects, presentations, tests. As they are developed, complexes are formed and placed on Microsoft OneDrive network storage.

4. Results

At the Department of Russian Language № 3 of the Faculty of Russian Language and General Education Disciplines (FRL and GED) RUDN is used Telecommunication Training and Information System (TTIS), the components of the network version of teaching-methodical commission are developed according to the course "Profession - Political Scientist" to support the study of scientific style of the speech within the framework of the Russian language as a foreign language with the involvement of teachers of information technologies and Russian language. An electronic version of pre-text, post-text tasks, a database of questions on each topic of the course, tests on boundary and final
certification in Hot Potatoes format, which are used multifunctional, has been prepared. TTIS has modules such as "Introduction", "Evaluation".

**Introduction module**

The introductory part of the course introduces foreign students to the subject matter of study, general logic and structure of the material presented. When preparing the presentation, pay attention not to the presentation of the educational material, but to the formation of cognitive interest, motivation to study among students, to the establishment of emotional contact between the student and the teacher.

Dichotomies are observed: collective - individual learning; Reproductive - creative methods; Logical and emotional-shaped perception of the world. It should be noted that "the emotional and intellectual aspect of the teacher's educational and scientific speech is the object of interdisciplinary knowledge" [6]. In the structure of the e-course there are elements of reflection of students, so that the process of study becomes more meaningful for them. The instructor, in turn, is given an additional opportunity to assess the extent to which the e-learning materials contribute to the achievement of the training objectives and planned results.

Training forums are used to organize feedback. At the end of each section there is an educational forum "Reflexes," where students analyze, think about the received information, acquired skills and skills and express their point of view on the educational material. As a result, it helps to refine and organize more efficient use of the electronic resource in the educational process.

In order to organize input, intermediate and final monitoring, training forums have also been established in the sections of the course where they are planned to be used. In Moodle two main organizational structures of the forum can be distinguished: unbranched (nonlinear) (type "Simple discussion") and branched (types "Standard a forum for general discussion", "A standard forum that appears in a form similar to a blog", "Question-answer") [7]. All types of branched forum suggest that the forum will discuss several issues.

The forum type "Simple Discussion" is appropriate to choose if students have to answer only one question, and there is no clear answer to it. The "Question-Answer" forum type involves the answer of students who gave the answer to the question, but it is impossible to see. In this case, the student will have to give his answer first when viewing the theme of the forum and only in 30 minutes he will have access to the answers of other participants. As is known, questionnaires, surveys, chat rooms, messages also provide feedback.

**Estimation module**

The original test variants were created using an Excel tabular processor to transform the question base into variant simulators and generators. The test kits created are located on the university portal with open access. Tests can be used for both audit and off-test testing and self-monitoring.

Elements of the developed network BYOD-component of electronic teaching-methodical commission are tested. The results of testing them in classes in training groups make it possible to conclude the prospects and effectiveness of their application to support the educational adaptation of foreign students at the initial stage. Random questions from the relevant question bank categories can be added to the test.

You can limit the test to certain dates and define the number of attempts allowed. If the test is allowed to pass several times, you must select the evaluation method by choosing one of the options: highest/average rating; First/last attempt.

New functional types of speech activity in virtual space are: cyberauditioning - auditory perception of speech (contact or distant) recorded in digital format transmitted on audio channel, and its understanding; cyberspeaking - the use of oral speech to establish contact and mutual understanding for the purpose of information exchange (contact or distance) in virtual space; cyberwritting is a productive type of speech activity, the object of which is written speech, functioning in virtual space; cyberreading - dynamic reading of text on the computer screen using hyper sets [8].
The subject of study is students from different countries of Europe, Asia and Africa, studying at the preparatory faculty and at the educational center at the Peoples’ Friendship University of Russia (RUDN).

Diagram

The quality indicators of the training of foreign students in four types of speech activity as a percentage

A vector from 0 to 120 indicates percentages. Vector with numbers 1, 2, 3, 4 - types of speech activity, where
1 - cyberauditioning; 2 - cyberreading; 3 - cyberspeaking; 4 - cyberwritting.

If we add up all the learning outcomes in four types of speech activity and divide them into four (the number of types of speech activity), we will get an average statistical indicator of improving the quality of training, which amounted to 35%.

Was formed competencies: professional language, speech, communication, intercultural and sociocultural.

When using the mark and rating system, it is important to correctly determine the contribution of each element of the training activity to the achievement of the training objectives of the course, as well as to identify criteria that allow to adequately and objectively assessing the level of completion of tasks. The evaluation can be level and rough. Rough rating - analogue of rating "score - non-score," where score - maximum rating for completion of task, "non-score" - 0 points.

In level estimation, the number of points per job can vary from maximum to zero, but in this case it is necessary to determine the weight of each criterion in the total assessment of the job level. For example, "excellent" - 96 points and higher; "good" - 81-95 points; "satisfactory" - 65 - 80 points; "credited" - 65 and higher.

After the development of the e-course, the teacher in the e-learning environment has another equally important task - tutor activity. As is known, the tutor organizes an effective study of the course. He should not only coordinate educational activities, but also perform the functions of a teacher, as the process of education is impossible without the process of education [9, 10, 11, 12, 13].

5. Conclusions

Media complex can be used for independent work of students, for interactive communication with the teacher, as well as for self-control of students and control by the teacher, both in the audience and out-of-school.

Thus, shell programs, "can be filled with the necessary contents (for example, to take out all prespeech types of work: storing of words, transformational and other types of training exercises, reading, the letter out of limits of classroom hours and to devote the last only to development of oral speech activity). Such programs
• free time in the audience for communicative forms of work requiring personal communication;
• translate control forms that can be quantified into a computer format (selection of correct answer, selection of matches, correct/incorrect information etc. on the material of texts for reading, auditing, filling in gaps, etc.);
• develop reading and writing skills;
• significantly reduce time and work on homework and control checks;
• allow the teacher to organize training outside the classroom;
• enable the instructor to align the program materials with the course materials;
• optimize coordination and continuity in training;
• make training more interesting and productive "[14].

The effectiveness of integration into the educational process of computer teaching Russian as a foreign language is emphasized. This integration is called "mixed learning." The virtual training environment Moodle and TUIS (telecommunication training information system) are considered. In TUIS modules are allocated: "Introduction" and "Evaluation," each of which carries a functional load, organizing work (audit and independent) of students in this system.

New types of speech activity are defined: cyberaudition, cyberspeaking, cyberreading, cyberwriting.

At the current stage of the development of lingvodidactics, the teacher performs the role of a developer of computer programs and a computer, as his educational function in the educational process is greater.

Therefore, at the current stage of development of methodological thought ICT is of great importance for creation and provision of training activity, modeling of special interactive training environment, which "includes test processing systems, databases, audio-visual models of speech situations, systems providing training and control, channels of information exchange" [15], which allows to carry out individualization of education, organize independent work of students and create an integrated computer training environment.

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