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## РОЛЬ ЭЛЕКТРОННЫХ УЧЕБНЫХ РЕСУРСОВ В ИЗУЧЕНИИ ИНОСТРАННЫХ ЯЗЫКОВ

### THE ROLE OF E-LEARNING RESOURCES IN LEARNING FOREIGN LANGUAGES

**Аннотация.** В статье рассматриваются формы организации учебного процесса, среди которых есть различные варианты обучения иностранному языку, отличающиеся длительностью курса, сроком и характером его начала и завершения. Рассмотрена роль и место электронных учебных ресурсов в изучении иностранных языков, которые способствуют индивидуализации обучения, поскольку студент самостоятельно может планировать время индивидуальной учебной работы, отрабатывать языковые навыки, пользуясь видеомодулями или программами по изучению иностранного языка.

**Abstract.** The article deals with some forms of organization of educational process. Among them there are different variants of teaching foreign languages having various course duration, the term and nature of its start and completion. There is information about the role and place of e-learning resources in teaching foreign languages that contribute to individualization of training, as students can plan the time of individual academic work independently, work out language skills using visual units or programs to study foreign languages.

**Ключевые слова:** электронные учебные ресурсы, образовательная система, формы организации учебного процесса, образовательный процесс.

**Keywords:** electronic learning resources, educational system, forms of organization of the educational process, educational process.

In the developing and changing world high need for studying foreign languages requires the search and development of new techniques. Many teachers are trying to overcome formalism in organizing the educational process and evaluating students in teaching a foreign language. They develop students' motivation, their interest in mastering a foreign language, use additional country study materials, and encourage students to work on a discipline independently in order to develop language competencies.

A modern system of foreign language classes provides a variety of forms in educational process organization: classroom activities, independent extracurricular individual work, excursions, optional classes, tutorial instructions, tests, exams, etc. Teaching skills imply excellent knowledge of methodology of education and upbringing, creative application of the latest achievements of scientific pedagogical knowledge and advanced methodological experience, rational guidance of cognitive and practical activities of students.

Among the existing organizational forms there are various ways of teaching foreign languages, which differ in the course duration, the term and nature of its start and completion. It should be said that the search for available reserves of improving the quality and progress of training, as well as desire to create necessary educational conditions make it easier to master a foreign language [3].

One of the most interesting fields is related to the use of problem based learning methods and techniques, creating problem situations as a means of increasing cognitive activity of students, that contribute to improving the quality of knowledge and formation of necessary skills. Methodological value of intensive methods is determined by the use of a coherent fable text, a variety of methods and multiple text presentations, as well as wide use of group forms of work. Intensification of teaching, as one of the important current trends, dictates the need to modify foreign language classes organizing them in a form of a tour, conference, etc. [5]. It is of particular importance to other practical activities in the process of which real communication in a foreign language takes place.

In this respect among promising areas there are some ideas of creating and implementing training programs using computer technologies and video records. Computer programs as well as World Wide Web can provide material for class work, for independent study or improvement of the first or second foreign language, for independent search of information in the framework of the project, for systematic study of a foreign language during an online course under the guidance of a teacher.

The Internet may have a huge range of use and opportunities. Thus, for lack of certain programs or textbooks on some topics, teachers can create their own electronic products in different shells using network resources. You can choose an authentic reading resource on a certain topic, sound information (speeches of political or government men, interesting speeches on various topics by native speakers), artistic and social-political works by foreigners, and country-study reference books. Nowadays there are many such programs: Learning Space, Hot Potatoes, Prometheus, Associate Professor and Radmin [1]. We should focus our attention on the Radmin program, a product of the Russian company Famatek, which is used for remote control of computers [8]. It was one of the first programs used in the educational process in the Russian Federation. The program allows the teacher not only to monitor the screen of any computer in the classroom, but also to work on a remote computer in the local network without staying in the classroom. It makes sense both to assist students when completing any task and to control their possible unwanted actions [7].

Multimedia computer classes make it possible for students to work independently on the themes that they have not mastered at the lesson, or on modules for individual and independent extracurricular work. Electronic tests covering the material of a specific cycle / module are being developed for knowledge control, which allows the teacher to optimize the semester reporting process. In addition, electronic resources contribute to individualization of learning, since students are able to plan the time of individual work in the multimedia laboratory themselves. They can work out language skills using the video records or programs on foreign language grammar repeatedly. Students can get some electronic resources (dictionaries, training programs) to continue working on a language at home.

You can also create an email for the project partners; organize discussion on some problem based information obtained from the Internet resources among the students in groups. An important role in mastering the language is played by training electronic programs, as well as test programs to control skills in all types of speech activities.

Multimedia software allows you to integrate textual, graphical, animation, video and audio information. Simultaneous use of several channels of perception of educational information makes it possible to increase the level of mastering course content. They also let simulate complex real processes and situations, visualize abstract information due to dynamic presentation of the processes. Consequently, such technologies can be used during classroom activities (lectures, practical (laboratory) work), as well as for self study of certain topics of an academic discipline [6].

Modern interactive space is complemented by multimedia projects, case-technologies, as well as virtual and augmented reality ones.

Among the latter a media test can be pointed out as a training resource in the study of foreign languages, that is a game format of media technologies. For example, test tasks pre-

sented in this form contribute to instant emotional satisfaction, and the desire of users to share the results in social networks creates a chain reaction that contributes to the growth of the popularity of this method, as well as fostering of its position in educational media-space [4]. An example is a test on knowledge of topical problems of science, modern events, etc.

Media tests are classified into the following groups: educational - testing ability to receive new information (e.g. "Check knowing new literature published recently"); personalized, which contribute to the acquisition of their own "I" in the stream of modern events (e.g. "Answer the questions and you will get the information to get acquainted with); media tests - characteristics that are developed by collecting information about the user and express judgments about his/her compliance with a certain characteristic (e.g. "How carefully did you watch the processes occurring in the cultural life of the Russian Federation in 2021?") [2].

To find the right answers, the user is given brief information and reference to additional material that will help to learn a specific topic in greater details. The use of media tests allows students to navigate in the information picture of the present day freely and raise the level of both specific and general knowledge. Media tests as a game format of media technologies are an effective way to transfer information thanks to game simulation, since they do not require significant time costs and have an easy-to-understand interface.

The features of media texts are able to structure the program, the way and procedure of implementing the course, taking into account the needs, interests and psychological characteristics of students based on a personal-oriented approach, which contributes to the variability of the results obtained. The library of media texts allows you to create up to date content, and use information necessary for the educational process quickly [4].

Obviously, the matter of using electronic resources is extremely important. Using the Internet information resources, you can effectively solve a number of tasks. Implementation of electronic materials into the process of teaching foreign languages allows you to create distinctive and individualized training programs, modules for distance learning and knowledge control. Diverse combination of both traditional and new forms of training is an important means of improving the quality of students' training, which makes it possible to take into account their individual differences and the scope of professional interests better.

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