DIGITAL EDUCATIONAL RESOURCES AS A MEANS OF ENHANCING THE QUALITY OF STUDENTS' KNOWLEDGE IN FOREIGN LANGUAGE CLASSES

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Abstract

The relevance of the problem under study is due to the fact that the most significant characteristics of the 21st century that affect the system of teaching foreign languages are globalization and informatization. One of the main goals of modern higher education is to develop students' need for self-education and self-improvement. A modern student presents himself as a future highly-qualified specialist who finds changes not only in the content of higher education, but also in the conditions under which it is implemented - support for the educational process, technological support, updating the independent activities of students and teachers in the process of higher education.

This article presents the experience of the department of theory and practice of translation of Kazan University in the development of digital educational resources, as well as their effective integration in the educational process; the analysis of educational resources that are used in the educational process is given. The article also considers examples of the implementation of digital educational resources in the educational process; experimentally proved the effectiveness and efficiency of the use of digital educational resources in the educational process.

Digital educational resources help to increase the level of efficiency of information assimilation by students, their level of preparation for the lesson, provide the efficiency and visibility of the teacher's classes. Specific examples of the use of digital educational resources in various forms of organizing work in the learning process (studying a new topic, consolidating the material covered, using digital educational resources in practical classes, homework, and final certification of students) are presented.

Keywords: education, pedagogical research, digital educational resources, information and communication technologies, effectiveness of information assimilation, foreign language classes.

1. INTRODUCTION

At present, it is undeniable that the process of informatization is actively penetrating almost every sphere of

human life. Following the invention of the computer, the process of creating such a phenomenon as the Internet followed. The increasing use of information technology entails the virtualization of human activity, including one of its most important parts – communication (Biryukova, 2014). Thus, the relevance of this study is determined by the need to create effective information technologies for learning, focused on independent, individualized educational activities in mastering a foreign language, as well as the need to analyze the conditions for the effectiveness of learning with the help of information technology tools.

The rapid development of computer technologies and their widespread use in various spheres of life, including education, force us to rethink the role of the teacher and student in the modern educational process. Computer and multimedia technologies open up fundamentally new opportunities for finding modern resources used in the educational process. The spread of new information technologies will improve the efficiency of training. This will require the training of new highly qualified specialists who are fully proficient in the mechanisms of using modern educational information technologies and computer equipment.

In this article, we presented some existing definitions of the concept of digital educational resources. So, S.G. Grigoriev notes that "Digital educational resources (DER) mean any educational information stored on digital media" (Grigoriev, Grinshkun, Krasnova, 2005). We believe that R.N. Abaluev reflects the content of this process more fully: "DER is a kind of meaningfully separate object intended for educational purposes and presented in digital, electronic, "computer" form" (Abaluev, Astafieva, Baskakova, 2002). Researcher M.A. Goryunova offers a more detailed definition: "DER is digitally presented photographs, video fragments, static and dynamic models, objects of virtual reality and interactive modelling, cartographic materials, sound recordings, symbolic objects and business graphics, text documents and other educational materials necessary for organizing the educational process" (Goryunova, Klimenkov, 2002).

It should be noted that the goal of including digital educational resources in the educational process is to increase the potential of intellectual abilities of students studying in a digital educational environment, as well as to increase the efficiency of the learning process. To achieve the goal of using digital educational resources, the following tasks are set:

- deepening into the content of disciplines, increasing students' motivation for the learning process, accelerating the processes of searching, exchanging and assimilating information, activating students' cognitive processes;

- active development of students' personalities, their gradual preparation for the practical application of acquired knowledge in further independent activities in the conditions of modern society;

- the ability to work with various types of information, the need for self-realization and self-education, nurturing the aesthetic side of the individual (Zolotova, 2022).

Based on the development of electronic educational resources at the Department of Theory and Practice of Translation of Kazan Federal University (KFU) and their implementation in the educational process, an increase in the intellectual qualities of students is noted.

2. METHODS

The article presents the experience of teachers of the Department of Theory and Practice of Translation, KFU in the development and integration of digital translation in the educational process.

It is worth mentioning that each teacher who introduces digital educational resources into his or her methodological work must develop a specific type of DER in accordance with the stated purpose of the lesson, a detailed study of the methodology, as well as analysis and evaluation of the effectiveness of its use in the learning process. DER displays the following information:

- text type of information (electronic textbooks, teaching aids, dictionaries, reference books, etc.);

- audio information (audio books, audio recordings of lectures);

- audio and video information (presented in the form of video recordings, available for viewing and listening to recorded speech). These include, first of all, recordings of video lectures, training videos;

- visual information (graphic digital educational resources (spreadsheets, graphs, diagrams) (Pasyeva, Shaykhlislamov, 2020).

The purpose of using DER is to increase the level of students' independent work skills, focusing on the practice-oriented nature of the acquired knowledge, skills and abilities in future professional activities.

The main research methods are testing methods, surveys, pedagogical observations, interviews, which contributed to increasing the motivation of study participants to learn foreign languages in the electronic educational space.

The practical significance of the study lies in the development of DER. An example is presented for the discipline "German language" (Deutsch - A1):

1. structure and thematic plan of contact and independent work on the discipline (module);

2. deadlines for studying topics and completing assignments in DER;

3. distribution of evaluation marks for forms of current control and intermediate certification;

4. short course outline;

5. methodological recommendations for students on the course;

6. a list of literature for the course;

7. a list of open electronic resources;

8. course glossary;

9. announcements

Methodological developments can be used in universities, specialized educational institutions, at various levels of education.

3. RESULTS

Let us consider the structure of one of the DER modules as an example:

Theme 1 Darf ich mich vorstellen?

- bibliography

- guidelines for students on the topic

- Wortschatz

Theoretical material on topics:

- Alphabet

- Artikel

- Negationartike

- Verbkojugation

- Kommunikation

- Possessivartikel

- Zahlen

- Personalpronomen

- Audio zum Thema "Alphabet"

- Aufgabe zum Thema "Alphabet

- Grammatische Ubungen

- Lexikalische Ubungen

- Testen Sie sich

Testing and a survey were conducted among students to identify the importance of using DER to increase interest in the academic subject, in which the following results were presented:

100% of students use DER when learning languages (they study 3 languages); 95% of students noted efficiency, accessibility, visibility and multimedia; 5% of students believe that there is a problem with working on DER (Internet inaccessibility).

Based on these data, we can conclude that the competent use of digital educational resources makes the lesson rich, varied in content, and the use of techniques and tools in both traditional and digital formats.

We share the opinion of higher education practitioners who claim that a foreign language is considered today not only as a communication tool, but, above all, as a means of stimulating the process of cognition. Based on our research, we can say with confidence that education at a university should be structured in such a way as not only to provide students with language knowledge, skills and abilities, but also to teach them to acquire independently what is equally important, contributes to the development of the student's personality professionally, intellectually and morally, thus implementing the principles of problem-based, developmental learning, about which Y.K. Babansky, V.V. Davydov, I.A. Zimnyaya, M.I. Makhmutov, E. Murphy, M. Warschauer and others wrote. New information technologies have great pedagogical potential for solving these problems, which allows us to consider them as a promising environment for teaching a foreign language, but at the same time, the real possibilities of using the latest computer technology as one of the main means of intensifying independent work when learning a foreign language have not yet been sufficiently studied. Thus, a combination of traditional methodological methods of language teaching and new techniques will ensure a higher level of mastery of educational material.

Based on the results of intermediate and final types of control of students' knowledge, assessment of the performance of independent work and homework, consolidation of the material covered, we see that the DER is an effective electronic material in the process of mastering the discipline "Foreign Language".

4. DISCUSSION

The problem of the development of digital educational resources, as well as their effective integration in the educational process is becoming extremely relevant. Many Russian and foreign scientists, such as R. Abaluev, Y. Babansky, T. Baybikova, D. Zolotova, N. Butcher and others have devoted their works to these and other closely related problems.

Some modern scientists prove that it is the use of DER in the educational process that allows the teacher to put into practice innovative ideas and directions of individualization and informatization of education, such as building individual educational trajectories by students, introducing the principles of a competence-based approach into the educational process, increasing the independent activity of students, etc. (Isupova, Suvorova, 2014).

Besides, digital technologies such as e-learning, online learning, or Web-based learning provide many advantages for distance learning (Blagoveshchenskaya, Ainoutdinova, Nurutdinova, Dmitrieva, 2021; 2022; Nurtdinova, Vinnikova, Fassahova, Yarhamova, 2021). Digital technology can support synchronous communication between instructors and students, such as participating in a live Webinar, using technology-based instruction in the classroom, or corresponding in a course chatroom (instructor and learners spatially separated but interacting in real time).

5. CONCLUSION

In conclusion, it should be noted that the department's many years of work and development of electronic educational resources for foreign language courses is a combination of traditional methodological methods of language teaching and new technologies, which allows for a higher level of mastery of educational material. Digitalization and the use of computer technologies are widely and firmly included in all spheres of human activity. The question of using a computer as an important component of an integral method of teaching a foreign language, as a means of intensifying independent work, is also very relevant.

The proposed methods and techniques of analysis can be used by scholars, educators and teachers in both scientific and practical contexts. For teaching and learning purposes, our findings can be integrated into the university curriculum for the effective instruction design of classes and seminars on foreign language courses.

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