GUIDELINES AND FEEDBACK AS COMPONENTS OF A DIGITAL RESOURCE

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Abstract

The computerization and modernization of education has led to the need to integrate into the traditional educational process modern electronic resources that complement the existing tools and forms of education or are superior to them in the quantity and quality of the material provided. As a result, there have begun to appear on the Internet a large number of all kinds of digital learning resources, for which there exist minimal requirements governing compliance with the training program, the multimedia nature of the presentation of the material and the possibility of level differentiation and individualization of training. Due to the lack of clear and strict rules for the creation of electronic resources, a large number of diverse, multi-format and differential resources were born.

An analytical review of existing digital resources for teaching Russian as a foreign language indicates a lack of understanding among the creators of what the mandatory elements should be in such a resource, how to structure the training material and organize effective work with it, etc.

When creating digital resources, authors often do not think about the ease of using the material they post, as a result of which users are forced to understand and learn from chaotically presented material, without any guidelines or the possibility of receiving feedback.

The lack of methodological recommendations and feedback greatly reduces the effectiveness of digital resources in the educational process, as the user spends a huge amount of time choosing the right resource, getting acquainted with the training program and educational material, and building an individual training program. Moreover, he is then unable to track his own progress in learning, to work on mistakes, or to ask questions about the material or in the course of training.

For effective use of digital resources in the educational process, it is necessary to create guidelines that introduce the training program, with explanations of the logic according to which material is presented, the sequence of the proposed program, and the possibilities for evaluating the work and receiving feedback. Feedback should also be a necessary component of digital resources, as users have not only technical questions, but also questions about the training program, the sequence of tasks, how to obtain knowledge assessments, etc.

Keywords: digital resource, Russian as a foreign language, children's education, components of a digital resource.

1 INTRODUCTION

It is difficult to imagine the modern educational process without the use of computer technologies, which not only facilitate access to various information, but also allow you to build an educational program in an effective and exciting way.

The digitalization of the educational space implies the introduction of rapidly developing computer technologies in the learning process and their use at different stages of learning by both teachers and students. The use of electronic resources also implies the possibility of self-study of educational material, and, consequently, a change in the role and function of the teacher, who begins to act as an assistant or tutor, only intervening when necessary.

Currently, the digitalization of the educational space is carried out mainly in two forms: first, existing training materials are transferred to electronic form for additional, independent work or evaluation secondly, an interactive environment of exchange between the teacher and the student is created in the form of a virtual lesson, discussion forum or webinar.

The first mode of digitalization is most popular, since it involves the translation of existing training materials into a digital format (graphic, audio or video material, etc.).
However, simple digitization of educational material is not a guarantee of effective training, since it is necessary to structure and arrange such material in a methodologically correct way so that students can easily navigate through a large amount of information.

One result of the popularization of digital technologies has been the emergence of a large number of electronic resources created to modernize the educational process and improve the efficiency of education. These electronic resources mainly consist of blocks of training information in a special multimedia form available for later playback or use with digital devices (computer, phone, tablet, projector, etc.).

It is at the stage of structuring the material that colossal mistakes are made, leading to the appearance of a large number of electronic resources with diverse, but randomly located material, which is difficult for even a specialist to understand. This situation arises both due to the lack of uniform rigorous criteria and requirements for digital resources, and as a result of the creators’ desire to fill the content with all sorts of diverse educational materials, at the expense of quality.

2 METHODOLOGY

The material for writing this article was the results of an analytical review of 11 digital educational resources oriented towards learning Russian as a foreign, native or second language, and / or containing materials for learning Russian. In the process of analysis, these resources were analyzed according to the following criteria: orientation to a specific target audience, orientation to a particular level of knowledge, availability of video and / or audio materials, availability of an exercise base and cultural content, feedback, encouragement (verbal or non-verbal), ability to customize resource for individual needs and / or preferences, and availability of guidelines.

Along with the undoubted advantages of these resources, designed to serve as an auxiliary tool for a teacher teaching the Russian language, as well as for anyone who wants to begin learning the language or increase his proficiency, all of the resources have significant drawbacks that affect learning efficiency.

A huge disadvantage of most digital resources is unsystematic material, which is distributed neither by topic nor by level of language proficiency, nor according to the age of students.

Orientation in such resources is extremely difficult, since they lack methodological guidelines for working with the resource, and the site navigation itself is often presented in the form of symbols or graphic signs that allow a user to transition to a particular section of the resource.

In addition, not all resources have the ability to save learning outcomes to track learning effectiveness. As a result, the student does not see his academic success, does not know his mistakes and is deprived of the possibility of correcting them and re-studying previously undigested material. This lack of adequate feedback affects the productivity of learning and reduces the student's motivation.

All of the above makes it difficult to choose a specific resource for learning, and then to use it effectively, since there is a lack of both a clear and understandable organization of the digital resource and clear instructions for its use.

This article takes a closer look at such components of the digital resource as feedback and guidelines that are given very little attention when creating digital resources, which subsequently significantly reduces the effectiveness of the learning process.

3 RESULTS

The requirement of interactivity in digital learning means that in the learning process there should be an interaction between the student and the digital resource, and an interactive dialogue and suggestive feedback should be provided. In other words, when performing certain actions on the resource, the student must receive information about his progress and the results of his training for subsequent self-assessment and self-correction of his activities (internal feedback). Good feedback allows the student to understand how successfully the training is progressing and whether it is necessary to change the level of complexity, repeat a certain block of information or return to the beginning for a better result.
Alternatively the results of training could be sent to Tutors for professional evaluation and adjustment of the learning process (by external feedback). Clear functioning of feedback is a prerequisite for the effective use of the resource and management of the educational process.

Unfortunately, in almost none of the resources considered do students have the opportunity to control their academic performance, monitor the dynamics of their learning or fix their mistakes. For example, on the website http://learnrussian.rt.com, it is possible to track only the degree of progress in each topic as a percentage: Completion, %. Viewing one’s results on a task is often possible only in test cases, in which the final result is given as a percentage. On the same site that provides the lessons, the creators have developed tests, which can be accessed via "Lessons" and "Tests". After passing a test, you can view your result and see the completed tasks again.

In other resources, the results of the tasks are almost never saved, because the resources do not require even a simple registration or the creation of personal accounts by students.

The correctness or inaccuracy of an answer is usually indicated by music or sound clicks, as well as the color of the answer or picture (green - right, red - wrong), pictures flickering in a certain way, or the transition or lack of transition to a new task. The presence of such incentives (verbal and non-verbal) helps to maintain students’ interest after the novelty of learning with the help of digital resources has worn off. This system of incentives encourages students to continue their work and contributes to the realization of their potential, strengthening the student’s self-esteem, but it does not reflect the student’s performance properly.

Thus, in the resources under consideration, the student is forced manage his own training and adjust its course independently which is extremely difficult and reduces the training’s effectiveness.

The effectiveness of a digital resource is reduced by the lack of competent guidelines for using the educational materials it provides. The availability of guidelines should be a prerequisite for the creation of a digital resource, as students and accompanying adults need to know the sequence of the material, the logic and types of content, and the most effective methods and forms of training on the resource, and to be presented with effective options or patterns of action in relation to a particular activity.

The existing methodological recommendations in the digital resources we have considered often do not provide specific guidance on the correct use of content, but only a brief recommendation about studying a foreign language.

For example, on the website www.ruspeach.com the following guidelines for the use of the site are given:

"Ruspeach offers an effective way to form your basic knowledge of the Russian language. And this way you can easily use yourself! To do this, use the following algorithm:

1 Download from the site a file with the sound of the dialogue and listen to it (three days, at least an hour a day).
2 View the comics for the dialogue and continue listening to the dialogue (three days, at least an hour a day).
3 At this stage, read the dialogue and read its translation, learn all the words of the dialogue (three days, at least an hour a day).
4 Continue to listen to the dialogue, learn by heart all the phrases and words of the dialogue...
5 Continue to perform steps 1-4 and begin to pass the tests of the dialogue under study... [https://www.ruspeach.com/schools_teachers/self_education.php]."

These recommendations are an extremely simplified algorithm of actions on this resource, and there are no other instructions, so the student is forced to understand the material on his own.

Trying to understand the structure of a digital resource, the nature of the training material, the sequence of its presentation and the selection relevant training program takes a lot of time. At the same time, the student or any adult assisting in the child’s education may not have enough knowledge to build the correct learning scheme using the content offered on the digital resource. The exception are those resources in which the material is presented on time, and therefore, all the uniform material is collected together for each lesson by teachers and methodologists. In most digital resources, however, the material is chaotic. It can be distributed according to any criteria - for example, types of speech activity (speaking, reading, listening, writing, grammar) or lexical topics. In this case, the
student must independently search for lexical and grammatical material on a given topic, then audio
and video for this topic and the base of exercises.

Ideally, guidelines should explain the nature of a digital resource, its goals and learning objectives, a
well-defined potential group of learners for each target group, step-by-step instructions for use of the
site and a means of contacting the creators of the site to solve problems that a user might encounter.

None of the analyzed resources have full methodological recommendations for the use of their
content. The training program is not disclosed, and the goals and objectives, the ultimate goal of
training, and the rules for working with the site are not explained. All of this leads learners to use the
material on their own or spend a huge amount of time trying to understand the content, finding the
right material and building a suitable training plan.

4 CONCLUSIONS

An analytical review of existing digital resources showed that today there are many electronic
resources that offer materials for the study of the Russian language. Despite the diversity of digital
resources currently available in the electronic educational environment, there are serious problems
associated with the quality of the created content and the lack of requirements governing the form of
presentation of educational material and methods of including students in the educational process.

In an effort to recreate a real full-time educational process incorporating all formats of educational
material, the creators of digital resources have formed content that is difficult to navigate without a
mentor or teacher. At the moment, many digital resources are online copies of their offline prototypes,
but they are substantially inferior in quality due to their methodologically illiterate approach to the
structuring of the material and their inept use of the possibilities of an electronic educational
environment.

One of the significant disadvantages of digital resources is low interactivity and a lack of guidelines or
instructions for working with the electronic educational platform. Low interactivity can cause a
decrease in the student’s interest in the educational process and his independent search activity. The
interactivity of a resource is a complex and multifaceted concept. It is not simply a transition to other
resources via clickable hyperlinks, it is the reaction of the resource to the individual actions of the
student and the accumulation and analysis of the student’s educational success in order to develop
further training programs, as well as to forecast the actions of the student and to vary accordingly the
type and level of task embedded in the resource. Unfortunately, in the existing resources interactivity
is not understood in this way, and, therefore, these resources are significantly inferior to the real
educational process because they lack interaction between teachers and students, as well as
monitoring and analysis of the results at each stage of the learning process by teachers and students.
That is why a mandatory element of any digital resource should be quality feedback.

The success of a digital resource and its relevance are largely determined by well-made presentations
of the resource and instructions for the use of its educational material. Specifying the training program,
the subject of each lesson, the logic of the presentation of educational material, specific instructions
for working with it, and ideas and tips for successful training is also a key to productive work with a
digital resource. That is why any digital resource should contain a set of at least brief and clearly
formulated guidelines for the effective use of the material.

Thus, among the analyzed resources at present there is not a single resource that fully meets the
existing requirements for educational materials for language learning. At the same time, the criteria to
be met by digital educational resources have not yet been developed, the resources’ mandatory
components have not been defined, and there is no body that oversees or controls the creation of
various digital educational resources.

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