THE USE OF VIRTUAL LEARNING ENVIRONMENT IN TEACHING LANGUAGE AND LITERATURE

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Abstract

The article comprehensively solves two main questions: a) the content of educational materials on language and literature; b) the possibility of using a telecommunications educational information system (TUIS) to improve the system of both students' independent work and the interaction of the teacher with the students. TUIS at the Peoples' Friendship University of Russia was created on the basis of a free learning management system, a virtual learning environment Module Object-Oriented Dynamic Learning Environment – MOODLE. The facilities of TUIS are perfectly adapted for teaching not only students, but also applicants who are to pass the compulsory Unified State Exam (USE) in the Russian language.

Language is a part of philology, interdisciplinary science, which includes literature. In general, philology is understood as a general humanities area of knowledge, studying texts and their meanings. That is why the exam on the Russian language involves knowledge of literature, the ability to navigate the general space of philology. Applicants will not only have to solve the test tasks on grammar, logic, spelling and punctuation, but also to determine the means of language expressiveness proposed for text analysis, to write an essay. They should argue their own opinion, relying on the well-known stratum of Russian and foreign literature. The telecommunication system makes it possible to create tasks in a multimedia format (fragments of artistic texts, presentations, video lectures, audio lectures, films, graphics). Using the Add an Activity menu, a teacher can add one or more of the many task forms represented in MOODLE. All this contributes to the integration of language and literature, allows us to keep these important aspects of philological knowledge from each other.

Keywords: telecommunication educational information system, language, literature, open test, closed test.

1 INTRODUCTION

The rapid growth of educational technologies creates a wide range of methods in which various modern technologies can be used within one class. But language teaching as a development of communication skills has a unique feature. It requires social interaction both between the teacher and the student and among the students themselves. Therefore, the computer for a long time was regarded only as a tool to assist in the development of certain skills, such as speaking and writing. Recent advances in high technology (high-speed Internet connections, ample storage capacity, the advent of Web 2.0) have made it possible to use voice communication over the Internet (Skype), such forms of work organization as blogs, podcasts, etc. Now that the Internet has come the era of Web 2.0, users can also participate in social networks, online communities, Wiki -projects, different control over their behaviour in the network. However, for a long time the problem of integration of all these forms into a single space remained unsolved.

Now, when using the Module Object-Oriented Dynamic Learning Environment (MOODLE) platform, the teacher can monitor the student’s performance of various forms and types of activities, evaluate his work [1], [2]. The main thing - individual students, entire groups and the teacher can work together. Our strategy and methods of teaching philology are best embodied in the test form of assignments. One of the weighty arguments of opponents of testing is the charge of "primitiveness." Indeed, such tests (multiple choice) are convenient only for grammar. However, there are various forms and types of closed tests that significantly complicate testing. telecommunications educational information system (TUIS) also offers alternative tests with different difficulty metrics: tests for matching, dragging into the text, a nested answer, and inserting the missing word. If the task includes several correct answers or requires establishing a correspondence between two rows of answers, then a higher “index of complexity” is assigned to such a test [3]. It is the responsibility of the teacher creating the test. Tests of the “open” type are designed both for a short answer (insert a letter or a word) and for a sufficiently detailed answer (a sentence, several sentences, or even a mini-text). In the TUIS system, this is called “Short answer” and “Essay.” In the latter case, such a test directly prepares students for writing an essay. It is important
to note that students should have the skill of complex analysis and interpretation of the text both in terms of its content and in the linguistic aspect, therefore all test tasks (even for punctuation and spelling) should be made up of quotations selected from works of literature. Unfortunately, this idea of the integration of language and literature at the grammatical level is not fully used in modern textbooks on preparation for the Unified State Exam in the Russian language. Tasks are made up of a random set of phrases unrelated to literature [4], [5]. Examples of textbooks that take into account the problems of the integration of philological knowledge are just some of the textbooks [6], [7]. The didactic material of these textbooks was used by us for work in the TUIS.

2 METHODOLOGY

The material of the article is the artistic texts of Russian literature, from which the tasks for placement in the TUIS system were compiled. The leading method of research is a comprehensive (linguistic and literary) analysis of a literary text. The test linguistic didactic technique was also used. The author has studied various test methods [8], [9]. From the methods of the empirical level, the method of monitoring the progress of students in the TUIS system was used. With the help of the study of specific phenomena made the analysis and formulated conclusions. From the methods of experimental-theoretical method was used to analyze the empirical results. He helped not only to gather facts, but also to check them, systematize, and identify undoubted dependencies. From the methods of the theoretical level, the method of study and generalization was applied. He allowed to conduct logical studies of the collected facts, to make conclusions and theoretical generalizations related to the use of MOODLE for teaching.

3 RESULTS

It is effective to first interpret the text as an artistic whole, and then learn how to analyze individual grammatical phenomena in the text. The quotation is included in the test, and the student notes difficult spelling cases and explains the punctuation marks. The complexity of the test task is determined by several factors. First is the scope of the assignment. If a task includes several correct answers or requires establishing a correspondence between two rows of answers, then such a test should certainly have a higher “complexity index”. A test containing one correct answer out of four or five proposed should have a lower level of complexity. Secondly, the wording of the test task itself may contain a “hint”. For example, the wording “In what sentence is before the union And a comma is put” instructs the student that the test contains only one correct answer. And the wording “In what words the prefix PRI is written” does not contain prompts, and there can be one correct answer or several in the test. The third factor of the “complexity index” of the test task is related to the complexity of the material being monitored. So, for example, setting a comma before the union And is connected with the distinction between simple and complex sentences. Such tests, as a rule, rarely cause serious difficulties for students. And tests that require determining the value of the HOW union, as a rule, are of great difficulty for students. After all, the HOW union can introduce a comparative turn, a clause in a complex sentence, or it can have a value “in quality”. Therefore, these tests should have a higher “complexity index” than the task of defining the role of the union And. It seems that it is most advisable to adhere to such a system for assessing tasks:

If the test contains only one correct answer, then it is estimated at one point;

If the test contains two or more correct answers (and there may be tests where all of the distractors are correct), then the score is given if the student selects all the correct answers; in the event that the student finds more than half of the correct test solutions, then such an answer is estimated at half a point;

If the student’s answer contains at least one error, the result is equated to zero. It is important that the system TUIS gives freedom to the teacher. He can set the index of the test complexity. A student, performing an online test, immediately receives points, which become known to the teacher.

Here is an example that tests knowledge of the phraseology of the Russian language. The skills of placement of punctuation marks in sentences containing phraseological units, as well as the ability to distinguish between phraseological units as a lexical unit and similar phenomena in terms of grammatical structure (homogeneous sentence members, participial turnover, comparative turnover) are determined.
Test 1.

Explain why a comma is not needed before AS/HOW.

1 But Chichikov decisively refused to both play and drink.
2 Chichikov became pale as a sheet.
3 Nozdrev was among them as the father among the family
4 She is now like a child, everything is simple in her.
5 Rich, well-behaved, Lensky everywhere was accepted as the bridegroom.

Answers.

a) AS is part of a double comparative union.
b) Comparative turn - idiom.
c) Union AS in the sense of "in quality".
d) Comparative turnover is part of the predicate.

It is also important to test the skills of analyzing the morphology and semantics of linguistic units. The tests are aimed at this, demanding to distinguish between adverbial and adverb, formed by moving from one part of speech to another. Or to define the role of the word "however", which can act both as a union and as an introductory word.

Test 2.

Which sentence is missing commas?

1 How much trouble, however.
2 However, this man, who always walked in galoshes and with an umbrella, held the entire gymnasium in his hands for as long as fifteen years.
3 Gogolevsky Petrushka has been reading for a long time, but the village that was under Rurik has remained so to this day.
4 I, however, have not caused you any evil.

In tests, the knowledge of the grammatical structure of a sentence and the ability to compare a grammatical phenomenon with a choice of spelling or punctuation mark is checked. An example of tests of this type are tests that include sentences with correctly placed punctuation marks, where students need to independently analyze the grammatical structure of the sentence and explain the reason for the punctuation marks.

Test 3.

What syntactic construction is attached with the help of the union HOW/AS/LIKE

Is life really noisy, noisy like your dress?

1 Over the enemy camp, as it happened, and splashing, and the pipes of the swans.
2 And I remembered you before the lectern, and called you as my youth.
3 We will see how mortal combat seethes, with its narrow eyes.

Answers.

a) Comparative subordinate
b) Comparative turnover.
c) Subordinate clause.
d) Introductory design.

tests aimed at analyzing the artistic-expressive side of the text, for example, identifying the means of figurative expressiveness in a prose quotation or a poem fragment, are very important.
Test 4.
What means of speech expressiveness is used by N. Gogol in the phrase of the hospital director: “All patients like flies recover”?

1. Hyperbole
2. Metaphor
3. The grotesque
4. Farce
5. Prank of phraseology

All test questions are saved in a special database that can be edited separately. Unsuccessful task, too long text can be shortened or replaced by another. Students can be allowed to take the test several times, with each attempt being automatically assessed. After passing the test, the participant can be displayed on the participant's monitor and the assessment, and the correct answers, or just the assessment. TUIS gives the teacher the opportunity to comment on the test, to organize assistance. To insert a resource, you can use the menu in the form “Add a resource”. Using the built-in editors, you can create a txt - or html document, place a picture, grammar table, diagram, rule, or insert a file with any extension in the block. Practically the most convenient is to place a text file in doc or docx format, and a file containing text and pictures at the same time - in pdf format. This ensures uniformity of the text on any user computer. Using a small built-in editor, you can put short instructions and notes to the added resources, for example, the recommended procedure for working with resources in one block. By pressing the option “Choose or upload a file” you can go to the menu of management of files uploaded to the server - graphic, text, multimedia.

4 CONCLUSIONS

Experience in the TUIS system in the field of language and literature makes it possible to draw certain conclusions about the advantages of the system. The main one is integrity. The system can create and store electronic learning materials and set the sequence of their study. Due to the fact that Moodle is accessed via the Internet or other networks, students are not tied to a specific place and time, they can move through the material at their own pace. It creates a virtual classroom that works 24 hours a day, seven days a week. This is an argument in favor of independent work of students. This work should be given 30% of training time in accordance with modern requirements for the educational process. The electronic format allows using not only text, but also interactive resources of any format from a Wikipedia article to a YouTube video as a “textbook”. All course materials are stored in the system, they can be organized with the help of labels, tags and hypertext links.

The second advantage of the system is joint training. The philosophy of TUIS is based on the theory of social constructivism. This means that all participants in the educational team, including students, can contribute to the creation of a common educational experience. In this case, learning can be carried out as asynchronously, when each student studies the material at his own pace, and in real time by organizing online seminars. The system supports the exchange of files of any format both between the teacher and the student, and between the students themselves. The most convenient form of collaboration is a forum where any participant can post links to useful files, for example, to successful essays. You can begin to discuss not only essays, but also closed grammar tests. Here a student can ask a teacher a question if he doesn’t understand something, as well as place his creative works so that other students can see and comment on them. Many questions are raised by the wording of the problem of the text proposed in the Unified State Exam. At the forum, students can share their options. The difficult aspect of writing is the argumentation of one’s own opinion. Here, on the forum, students can recommend each other works of art, from which it is useful to take the necessary materials for argumentation. Another form of collaborative learning, the Wiki project, is very interesting and promising. For example, you need to write an essay "What is true friendship." Students and the teacher can work together by adding material, criticizing and changing the content of the text. This form of work is not easy, as it requires mutual respect. A wiki project should not turn into a war of corrections. Often, groups of students with diametrically opposed views erase the writing and replace it with their own text.

The third advantage of TUIS is the quality control of training. Moodle creates and stores each student's portfolio: all the work submitted to them, the teacher's grades and comments, messages in the forum. It allows you to control the "attendance" - the activity of students, the time of their study work in the network. Placing and accepting tasks online greatly simplifies the process of monitoring - scores are
tracked automatically. In addition, using Moodle tools, you can organize cross-review of assignments with anonymous evaluation of students' work with each other. This allows you to increase motivation and effectiveness of training. You can view the student's chronicle. The teacher sees when the assignment has been made, how many corrections the student has made. All comments and assessments of the teacher are duplicated to the student's email. As a result, the teacher spends his time more efficiently. He can collect statistics: who downloaded what, what home buildings he did, what grades he received. Thus, the teacher can understand how students understand the topic. With this in mind, the teacher may offer material for further study.

REFERENCES


