

Российский опыт работы в системе электронного обучения иностранным языкам в экономическом университете (на примере МЭСИ и РЭУ имени Г.В. Плеханова)

В статье рассматриваются актуальные вопросы использования дистанционных образовательных технологий и смешанной модели обучения иностранным языкам в российском университете. Авторы исследуют возможности дистанционных образовательных технологий в современном языковом образовании. Показана практическая сторона использования смешанной модели обучения иностранным языкам на примере системы дистанционного обучения Кампус в Российском экономическом университете имени Г.В. Плеханова и Московском государственном университете экономики, статистики и информатики.

Цель исследования: 1) проанализировать преимущества виртуального кампуса в системе образовательной подготовки российских студентов по иностранным языкам в университете; 2) показать разницу между дистанционным и электронным обучением иностранным языкам; 3) показать, какие языковые и речевые компетенции формируются с помощью виртуального кампуса; 4) описать инструментарий виртуального кампуса; 5) провести педагогический эксперимент, демонстрирующий возможности виртуального кампуса в обучении иностранным языкам; 6) доказать инновационность и продуктивность смешанной электронной модели обучения иностранным языкам на базе виртуального кампуса.

Материалы исследования. В качестве материалов исследования послужили: 1) записи проведения занятий в виртуальном кампусе (форумы; тесты, письменные задания, комментарии), 2) «бумажные» и электронные учебники и учебные пособия; 3) опросы студентов и преподавателей; 4) результаты тестирования студентов.

Методы исследования: в процессе эксперимента использовались описательный, проектный, сопоставительный, статистический методы.

Результаты исследования. В процессе проведения эксперимента была доказана инновационность и продуктивность использования

смешанной модели электронного обучения иностранным языкам в университете, которая проявляется в следующем: 1) в способности интенсивно развивать коммуникативные и языковые компетенции студентов; 2) в развитии индивидуальной траектории обучения; 3) в расширении активного и пассивного словаря обучаемого; 4) в расширении социокультурного потенциала урока; 5) в развитии интеллектуального потенциала обучаемого; 6) в интенсификации учебного процесса.

Выводы: 1. Использование электронной проектной смешанной модели обучения иностранным языкам с использованием виртуального кампуса позволяет поднять на более высокий уровень процесс формирования компетенций различного типа, включающих следующие: 1) речевые (прежде всего, чтение и письмо); 2) языковые (лексические и грамматические); 3) когнитивные.

2. Рекомендуется внедрять новую электронную смешанную модель обучения иностранным языкам на базе виртуального кампуса в образовательный процесс российских университетов.

3. Использование электронной смешанной модели обучения иностранным языкам на базе виртуального кампуса предполагает изменение менеджерского подхода к организации преподавательской деятельности. 4. Использование электронной смешанной модели обучения иностранным языкам возможно в рамках системного подхода к образовательному процессу и предусматривает иерархичность и последовательность ее использование на различных этапах образовательного процесса.

Ключевые слова: система управления учебным процессом, дистанционные образовательные технологии, электронное обучение, инновационные технологии, развитие речевых навыков, активный и пассивный словарный запас.

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Russian practice of English language teaching in e-learning management system in universities of economics (MESI and PRUOE)

The article deals with topical issues of the using distance learning technologies, and blended model of studying foreign languages in universities. The authors investigated the possibility of distance learning technologies in the modern linguistic education. The practical side of blended model of foreign languages teaching is shown on the example of Learning Management System "Virtual Campus" at Plekhanov Russian University of economics and Moscow state university of economics, statistics and informatics.

The purpose of the research is the following: 1) to analyze advantages of virtual campus in the Russian education system in teaching foreign languages in universities; 2) to demonstrate the difference between

distance and e-learning in teaching foreign languages; 3) to demonstrate what language and speech competencies are developed with an electronic campus; 4) to describe the virtual campus tools; 5) to conduct a pedagogical experiment demonstrating virtual campus opportunities in teaching foreign languages; 6) to prove an innovative character and productivity of a blended learning model in teaching foreign languages.

Material of the research. As a material of the research were used the following: 1) records of the lessons in the virtual campus (forums, tests, written tasks, commentaries); 2) paper and electronic text books; 3) students' and teachers' polls; 4) the results of students' testing.

Methods of the research. During the experiment the following methods

were applied: descriptive, project, comparative and statistic methods.

The results of the research. The following results have been obtained during the experiment - an innovation character and the productivity of a blended model usage in teaching foreign languages in universities which can be demonstrated in the following have been proved: 1) in developing communicative and language competencies; 2) in developing an individual student trajectory; 3) in expanding active and passive student vocabulary; 4) in expanding a socio-cultural potential at the lesson; 5) in developing an intellectual potential at the lesson; 6) in the intensification of educational process.

Conclusions. 1. The usage of a blended learning project system based on a virtual campus raises the process of competencies development to a new level: 1) speech competencies (first of all reading and

writing); 2) language competencies (lexical and grammar); 3) cognitive c competencies. 2. We recommend a new blended learning system on the basis of a virtual campus in teaching foreign languages should be put into practice in education domain in Russian universities. 3. The usage of a blended learning system on the basis of a virtual campus in teaching foreign languages implies a change in a managerial approach in teachers' activities. 4. The usage of a blended learning system in teaching foreign languages is feasible within a framework of a system approach in the education process.

Keywords: Learning Management System, legislation, distance education technologies, E-learning, information technologies, developing speech competencies, active and passive vocabulary.

In recent years the practice of using distance learning technologies in higher and secondary education has been much spoken in the mass media, among the universities leaders, at the government meetings, numerous seminars, conferences, symposiums. With the adoption of the Federal Law of December 29, 2012 N 273-FZ "On Education in the Russian Federation," the right to education has become a new form of its implementation [1].

Legislated form of educational programs with of e-learning and distance learning technologies were introduced for the first time. Legal regulations were passed to determine the characteristics of such forms of educational programs. E-learning and distance learning technologies provide ample opportunities of organizing educational process, introduce the variety in supplying information sources, greatly increase the number of students, remove territorial barriers of any educational organization [11].

The principal difference between e-learning and distance learning technologies is whether the teacher (or tutor) and the student interact directly or not. In case of e-learning the direct interaction takes place and it is always implement with the help of information technology and other technical facilities. If the above interaction is indirect, i.e. through information and telecommunication networks (e.g. the Internet), it will be distance learning technologies. The universities may use simultaneously one or both forms in their educational program.

Distance learning is gaining momentum rapidly. According to contemporary research, distance learning has long exceeded 70% of the additional business education as distance learning is a useful tool and the ex-

perience of modern business schools. The listener is provided the access to current information, analytical materials; the possibility of maintaining communication with the needed tutors is also available teachers for modern students. In education, including electronic one, the teacher or the lecturer remains a key figure. Whatever attractive the educational form could be, the level of training is set by the teacher.

On the one hand the success of distance learning is largely dependent on the tutors' professionalism, and on the other hand, on the motivation of students and willingness to study. Nowadays it requires the creation of an appropriate learning environment and new learning technologies and the system of providing and evaluating knowledge.

We do not need to argue about the benefits of distance learning. This form allows us to improve their professional skills according to market demand, to obtain quality education without moving to other places, to significantly reduce the cost of education compared to other educational forms.

Didactic tasks of training with the help of information technologies should not be resolved spontaneously, but through thorough selecting the syllabus and textbooks, classifying and structuring educational courses, screening the teaching methods and, selecting the forms of monitoring and evaluating the material studied. Consequently it is recommended to use of unique author's training sites, which are based on the course program with assignments, tests, evaluation criteria, the possibility of communication between the students, useful links, and hypertext.

With a deficit of classroom time (in particular, we are talking about

students of not language high schools, where special attention is given sub-language of specialty), we can safely say that the use of IT can solve some other problems in addition to the teaching of information functions, namely:

- development and improvement of speech competencies: reading, writing, speaking, listening comprehension;

- expansion of vocabulary (active and passive);

- formation of the needs of the use of a foreign language in the search activity [2].

Distance Learning System "Virtual Campus", operation on the Microsoft SharePoint platform, has been successfully applied more than 10 years at first in the Moscow State University of Economics, Statistics and Informatics, and now in Plekhanov Russian University of Economics.

Learning Model in Plekhanov Russian University of Economics for students of full-time, part-time and external forms is blended, i.e. It includes: the traditional model - full-time communication with the teacher in the classroom sessions, and electronic model - training with IT application: Internet resources for learning foreign languages, communication with the teacher in the forums, on-line scanning educational materials, passing tests on the computer, etc., studying electronic and multi-media textbooks.

In the tutor's workspace of *Learning Management System (LMS)* "Campus" tools such as consultation and thematic forms, calendar of events, message boards, file sharing in the areas of: materials for the discipline, the students work at the teacher's check, links to the thematic In-

ternet resources, testing system with different settings are available (see Fig.1). Webinar arrangements with the lecturer on a given topic or work discipline are also available [6, 7].

Links to authentic information resources, data in LMS “Virtual Campus” will allow to work interactively with the foreign media sites (<http://www.ft.com/home/uk>; <http://www.podcast.ft.com>; <http://www.video.ft.com>; <http://www.bbc.co.uk/news>), foreign publishers and international organizations (<http://www.macmillanenglish.com>; <http://www.britishcouncil.ru/en/programmes/education>; <http://www.businessenglishonline.net>), consult on-line dictionaries (<http://dictionary.cambridge.org>; <http://www.neolex.net>).

Studying the authentic sources allows us to form cross-cultural communication, cross-cultural and linguistic background extra linguistic knowledge and to broaden communicative medium. Also, for the assimilation of grammatical skills and repetition of grammatical rules necessary references to textbooks on grammar studied language are given [Turuk I.F. 10].

The creation and expansion of communicative language environment of communication is achieved through the organization of thematic forums to learn a foreign language. Students following discussion topics in this forum can be offered:

Please, discuss the following problems with your group mates:

1. What is friendship for you? How important is it for you to have close friends?
2. Education in the UK: the pros and cons.
3. A job of your dream.
4. The problems of migration in the Russian Federation: causes and consequences.
5. How to build a better world without extremism and force methods.

Of particular interest are the problem-solving tasks are always of special interest, but the work on them is largely dependent on the level of language training, mastering professional knowledge and the degree of

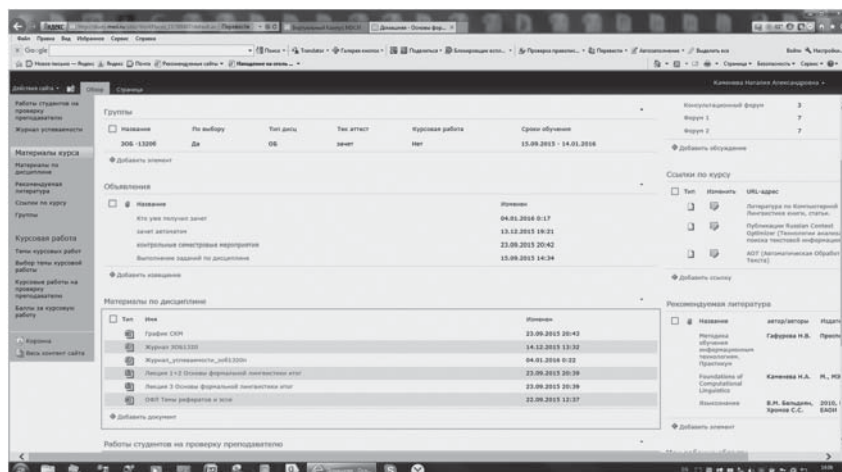


Fig. 1. Tutor’s working area

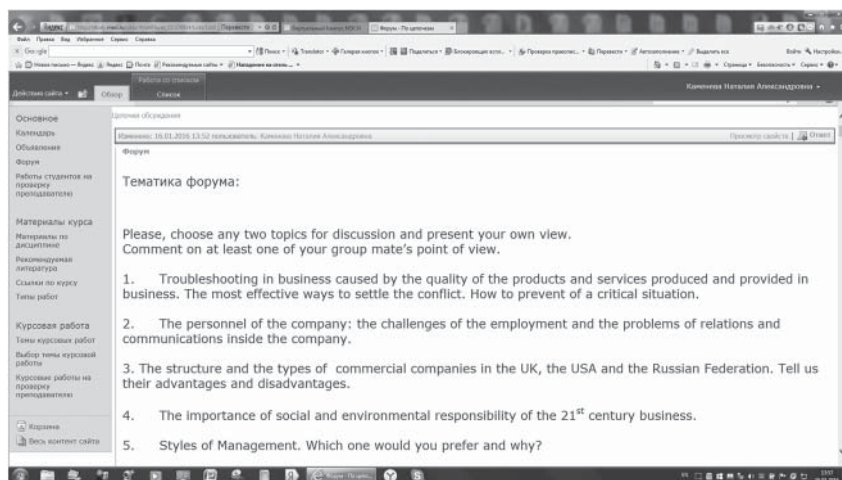


Fig. 2. Forum

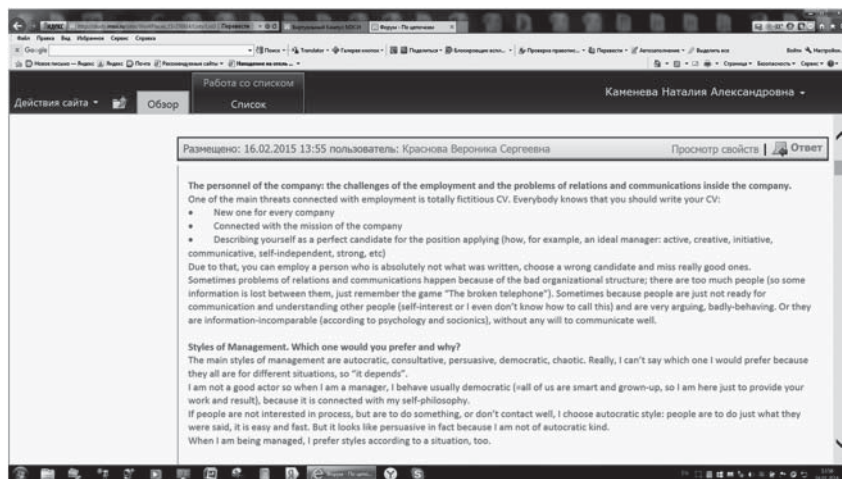


Fig. 3. The students’ answers to questions

students’ readiness for implementing inter-language communication. In particular, the following thematic forums can be organized (see Fig. 2).

During the discussion of a given topic in the forum, students are to formulate their point of view, to give the reasoned response; to prove their view

and convince others. It promotes the formation of professionally significant competences in the background of formed linguistic competence: argumentation of speech (the ability to stress primary and secondary facts and to formulate the basic idea of the statements, to identify the position of the author),

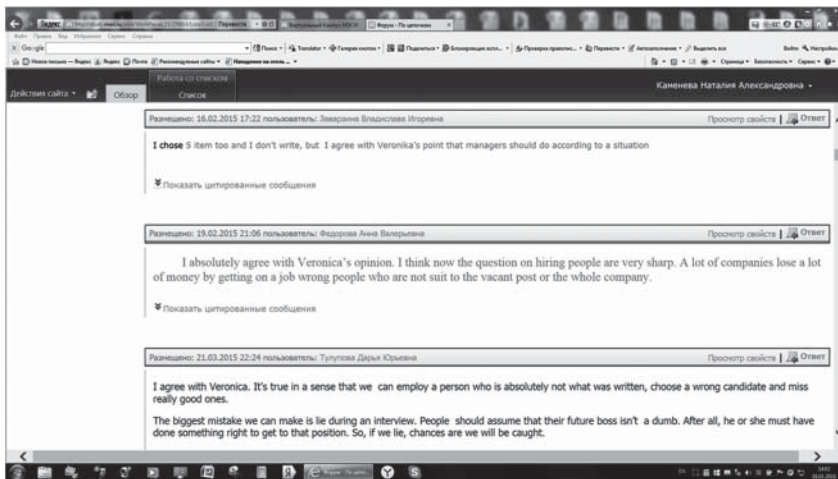


Fig. The students' answers to questions

the presence of ligaments, promoting better disclosure of thoughts, speech competence (skills of debate). The students' answers to questions about the forum are shown in Fig. 3 and Fig. 4.

During the discussion of the given problems in the forums, students can practice using conventional linguistic means to express their points of view. (See. Table 1)

To form written competence in the implementation of business and professional communication, students can do the individual tasks and translate business letters, for example, from the textbook "Business Correspondence in English" by I.M. Ovchinnikova, I.I. Yaroslavskaya, V.A/ Lebedeva, edited by S.S.Kromov [8, 9]. In particular, the translation of the below business

letter can be given as a home assignment:

Words to be used:

1. to be grateful to smb for smth – быть благодарным кому-либо за что-либо;
2. to make an offer – делать предложение;
3. oil – нефть;
4. at smb's choice – по выбору;
5. to make payment – произвести оплату;
6. within 5 days from the date – в течение 5 дней с даты;
7. a port of loading – порт погрузки;
8. guest stay – гостевое пребывание;
9. to take a sample – взять пробу;
10. shipping documents – отгрузочные документы;
11. in smb's presence – в чьем-либо присутствии;
12. to be considered – считаться;
13. final and bound – окончательно и обязательно;

Table 1

The basic techniques and means of keeping the conversation going.

Means of keeping the conversation going \ Приемы поддержания непрерывности беседы	Language support tools of interlocutor \ Языковые средства поддержки собеседника
Attention signals (вербальные костыли)	1. <i>Exclamations</i> : How exiting! That is great! You can't be serious! You must be joking! What a surprise! Surely, not! I can't believe it! You must be kidding me! 2. <i>Short questions</i> : Oh, yes? And so? Is it really so? And what happened then? 3. <i>Echo- questions</i> 4. <i>Tag questions</i> : It does make sense, doesn't it?
Verbs of thinking (модальные модификаторы с глаголами мышления)	Think, believe, suppose, hope, expect, guess, reckon
I'd like to - phrases	I'd like to say; I'd like to point out
Phrases of reservations (disclaimers – оговорки и допущения)	In most cases; in principle; to a certain extent; I agree... only; I am sorry... but; My opinion is; I may be wrong here ... but; On the contrary; By all means; Looks like that; Far from it.; In a way; Hardly; It seems to me; It seems that...
Tag questions	You don't like me, do you? <i>Same way tags</i> : So you think you are right, do you? <i>The tag repeated</i> : Yes, I think so. Yes, it is, isn't it?
Fillers or parentheses (вводные выражения, дежурные фразы)	<i>All purpose nouns</i> (слова многоцелевого назначения): thing, fact, point, place. <i>Hesitation devices</i> : Well, you know; I see, let me think for a moment. Now you see; I dare say...; It is difficult to say; I see what you mean; It's a very interesting idea; It's rather complicated; That is to say.
Common knowledge phrases	It is well-known; They say; It appears; One can't know for sure.
Opinion phrases (клише для выражения и смягчения мнения или совета)	<i>Mind/view phrases</i> : To my mind... ; In my opinion/ view...; From my point view, etc. <i>As-phrases</i> : As far as I know; as far as I am concerned; as I see it; as for me, etc. <i>If-phrases</i> : Forgive me if I'm wrong; If I'm not mistaken; If you ask me, etc. E.g.: Forgive me if I'm wrong, but as far as I know

14. to define (to determine) – определять;
 15. contract form – контрактная форма;
 16. a Bill of Lading – коносамент;
 17. invoice – счет-фактура;
 18. enclosure – приложение.
 Уважаемые господа!
 Мы благодарны Вам за письмо, датированное 24.12.04, в котором Вы делаете нам предложение на поставку 1000 баррелей нефти (на 10% больше или меньше по Вашему выбору) по 30\$ за баррель CIF, Лондон, с отгрузкой в марте.
 Оплата должна быть произведена наличными против отгрузочных документов в Лондоне. Вы должны представить в течение 5 дней с даты подписания Соглашения гарантийное письмо первоклассного банка на полную стоимость контракта в качестве своей гарантии.
 Отбор проб и анализ будут проведены нашей лабораторией в порту погрузки в присутствии Ваших представителей, чья командировка и гостевое пребывание в России будут за наш счет. Результаты анализа должны считаться окончательными и обязательными для обеих сторон.
 Основные условия определены в прилагаемой форме контракта.
 Приложение:
 1. Контрактная форма.
 2. Коносамент.
 3. Счет-фактура.
 С уважением, Совместное предприятие «Вектор»

At the present stage of developing our society it is relevant to pay special attention to such aspect of written communication as business correspondence. The following tasks can be practiced for training business correspondence:

1. Students prepare themselves for later translation business letters in their native language, first of all, not only to learn some foreign language, but also to more fluently and freely express their thoughts in their own language, use the direct and reverse translation of business correspondence.

2. When working in pairs, the students are given the task to correct all the partner's mistakes which should be written down in the special section of the letters.

3. Return to the ideas and topics raised by a partner in the last message, asking him or her the questions both in terms of linguistic expression of language and in terms of the content.

4. Record the entire course of this cooperative work in a special dossier, including the progress, experts' advice and educational materials (e.g., texts, a set of necessary vocabulary items, etc.) and share these observations with the partner to keep control over the process of training and mastering foreign business vocabulary.

Electronic testing contributes to the learning process a number of advantages, including: the objectivity of testing results, improving the efficiency of monitoring activities on the part of the teacher by increasing its frequency and regularity, the ability to automate control of students' knowledge, including the use of computer technologies and the ability to apply distance education systems [5].

It should be noted that the control of current, intermediate, final knowledge with using electronic testing systems allows us to achieve certain positive results. It is important:

- to significantly reduce the time of the control of knowledge in the discipline;
- to cut down the teacher's working hours;
- to increase the degree of objectivity of knowledge evaluation;
- to work with the test program can serve as a trainer for the revision and drilling, for example, before the test or exam;
- on the bases of the testing results the teacher is able to analyze foreign language learning process concerning each specific theme and to take timely correction of explanations and operational control over assimilating educational material.

Conclusion

Integration of electronic tools in the educational process in teaching foreign languages in Russian universities facilitates the preconditions for

creating innovative training methods - "electronic methods", which allows to more effectively and efficiently solve complex methodological problems at the present level of study:

- to form and develop communicative competence in the individual mode, concentrating on creativity, greatly extending the number of partners in a dialogical, discussion mode;
- to broaden active and passive vocabulary of modern foreign languages at the expense of expanding communication with native speakers;
- to familiarize the students with the socio-cultural realities of the foreign language and scientific achievements at world level;
- to form the trainees' stable motivation for foreign language activity in any field of communication, including professionally oriented one;
- to provide better understanding of the learning process and expand the student's intellectual capacity [3, 4];
- to enhance the self-learning capacity, presenting the student as an objects of the individual pedagogical influence with the ever – controlling learning function.

Innovative trend in the methodology of teaching foreign languages develops and improves the traditional educational methods brings on a higher level of pedagogical skills.

In the process of implementing blended foreign language teaching model foreign language communicative competence is formed including all its components: speech competences (reading and writing skills), linguistic competence (lexical and grammatical skills), educational and cognitive competence (training and information skills, research skills).

Implementation of electronic international projects also expands the possibilities of intercultural dialogue and contribute to the solution of many problems in the process of teaching foreign languages and cultures. The use of e-learning technologies in teaching foreign languages and cultures significantly increases the motivation and interest of the students, their independence in studying, and develops critical thinking, creativity, and the students' ability to navigate in the information space.

Putting into educational practice the modern communication and information technologies can significantly increase the opportunities for profes-

sional training to meet the growing demand for professionally trained candidates being knowledgeable in all economic and social spheres. The

key element here is the specialized information - educational environment, through which e-learning technology are implemented.

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