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РОЛЬ КОМПЬЮТЕРНЫХ ТЕХНОЛОГИЙ В РАЗВИТИИ ОБЩЕКУЛЬТУРНЫХ КОМПЕТЕНЦИЙ СТУДЕНТОВ НЕЯЗЫКОВЫХ ВУЗОВ В ПРОЦЕССЕ ОБУЧЕНИЯ ИНОСТРАННОМУ ЯЗЫКУ

Настоящая статья посвящена таким понятиям, как «общекультурные компетенции», «языковая компетенция». Общекультурная компетенция является основной компетенцией каждого студента, необходимой для формирования общих и профессиональных навыков. Представлены основные аспекты общекультурной компетенции. В статье раскрывается роль компьютерных технологий в процессе обучения иностранному языку с акцентом на изучаемую компетенцию.

Ключевые слова: общекультурная компетенция, языковая компетенция, компьютерные технологии, неязыковые университеты, уровень иностранного языка.

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LEARNING ENGLISH WITH THE HELP OF THE E-LEARNING COURSE BASED ON LMS MOODLE

The paper is devoted to the role of e-learning course «ENGLISH LANGUAGE, MODULE 3» developed by E. V. Shvagruckova for studying English. It highlights the structure of the course and the main principles of working with it. The knowledge and skills obtained by students with the help of this course are described. Also, the results of the student survey connected with their attitude towards the e-course are demonstrated.

Keywords: e-learning course, educational process, English language, knowledge and skills.

Nowadays, the distribution of information technologies affects all the fields of human activity, including the higher professional education. Almost all well-known and high-demand universities create special e-learning courses for their students. The usage of electronic educational systems is an important component of studying pointed subjects. The e-learning course is the collection of educational resources for effective study, what means the development of educational materials included in the curriculum of courses (block courses). Due to e-learning the traditional educational process is transformed not only into the cognitive activity of students connected with the acquisition of

knowledge and skills, but also into the universal practice – such as search, selection, analysis, organization and presentation of information.

Tomsk Polytechnic University is among the higher education institutions, the e-learning courses of which are widely used in its educational process. There is a special E-Learning Institute that maintains an electronic educational system called LMS MOODLE, where e-courses for many subjects are distributed. Several different e-courses are focused on learning English, so students have obtained enormous opportunities to improve their knowledge and skills at this case. One of these e-courses based on the platform LMS MOODLE (<http://stud.lms.tpu.ru/>) is called «ENGLISH LANGUAGE. MODULE 3». It is used by the Institute of High Technology Physics students. The developer of this e-course is E. V. Shvagruckova, the head of the department of Foreign languages.

The course consists of the introduction and three main sections «Career in engineering», «Branches of engineering», «Production processes». Each section includes a list of tasks that must be performed in the order listed by the teacher and displayed in a calendar module rating plan. The course includes the tasks, which are necessary to be implemented in order to get a certain number of points recorded in the calendar-term rating of the module, and the tasks, which are not taken into account in the rating, but contribute to self-improvement English language proficiency. The purpose of the course is the formation of foreign language communicative competence of students for successful intercultural communication in teaching and professional fields.

General information about the course is presented in the introduction. It contains the following data: the training program of the discipline «Foreign Language (English)», the course instruction, the training schedule, the calendar rating plan, the e-book «English for engineering»; the pages such as metadata of course, general information about the course and author; news and forum «Future career». Until then students begin to investigate the course, they should be familiar with the calendar rating plan of study and structure of the course to avoid problems during the educational process.

The first module is called «Career in engineering». The topic is devoted to the problems of choosing a career, the behavior at the workplace, the relations with colleagues and the company structure. Students have got skills of choosing a way how to improve their competitiveness, how to apply for a job and to write a CV and an application form, how to prepare for an interview. Also, they become familiar with the hierarchy of companies. In this module students are introduced to basic English terms and «Career in engineering» related concepts, they learn to perform the task of translation as well as improve their skills and develop the ability to use English for performing written assignments. The module contains the audio and video recordings, a glossary, texts for reading, practice tests and tests designed to monitor the skills received by students in listening, reading, vocabulary and grammar connected with the topic «Career in engineering». The module, also, contains an individual task for writing an essay «Pros & cons of big or small company», followed by mutual reviewing the work of students in the forum.

The second module is called «Branches of engineering». The topic «Branches of engineering» covers various branches of engineering, their special features and differences and the safety at workplace. Students get to know about the main branches of engineering, such as aeronautics and astronautics, biological and chemical engineering, <http://creatingtechnology.org/ChE.htm> civil engineering, computer engineering, electrical & electronic engineering, mechanical engineering, etc. And they study more details the field of their future specialty. Various hazards and precautions are made out. They know what it should be done to avoid a dangerous situation at the manufacture. The second module contains the audio and video recordings, a glossary, texts for reading practice and tests. As for the composition, the knowledge and skills that students acquire as a result of this module are similar in behavior to the first.

The third module is called «Production processes». The topic is devoted to processes and technologies as well as materials that we can meet at the production cycle. Students research main steps of manufacturing such as casting, molding, forming, machining, joining and additive manufacturing. It is said about the materials used for production. Due to this topic it becomes clearer how to describe some production processes. Students become more aware of the terms of those productions that do not belong to their future profession. This topic consists of a glossary, texts for reading, the audio and video recordings and tests.

As it can be seen from the description of each module there is a sufficient number of different types of tasks required to complete the development of a course on the subject. The tasks associated with the video are very useful, because listening skills are practiced. Also, different production processes are demonstrated here, the whole industry engineering is described as well as the behavior during the interview with the employer. The tasks aimed at developing reading skills are, also, necessary for students as being engineers or scientists they need to examine the articles of foreign authors. In the conclusion of each topic, students must write a final test to check, whether the topic is assimilated or not. Each test includes tasks for listening, reading, vocabulary, word formation and use of English.

To investigate the usability of the e-course «ENGLISH LANGUAGE. MODULE 3» the survey was carried out among the students of TPU about their attitudes to the e-learning course. 21 students of the Institute of High Technology Physics participated in the survey.

The first question was «Is the E-learning Course (EC) useful for you?» and **83 %** of students answered «yes».

The second one was «How often do you use the EC?» The answers were «often» – **33 %**, «sometimes» – **43 %** and «seldom» – **24 %**. It turned out that the majority of the students used e-learning course «ENGLISH LANGUAGE. MODULE 3» as a task of their teacher and only some of the students used the EC more often for self-studying.

The third question was about activities that they carried out directly in EC. The result is shown Diagram №1 (studying the lecture materials – **33 %**; studying additional materials – **33 %**; comment works classmates – **1,5 %**; communication with the teacher through a consultation forum – **1 %**; doing individual homework – **95 %**).

Diagram № 1

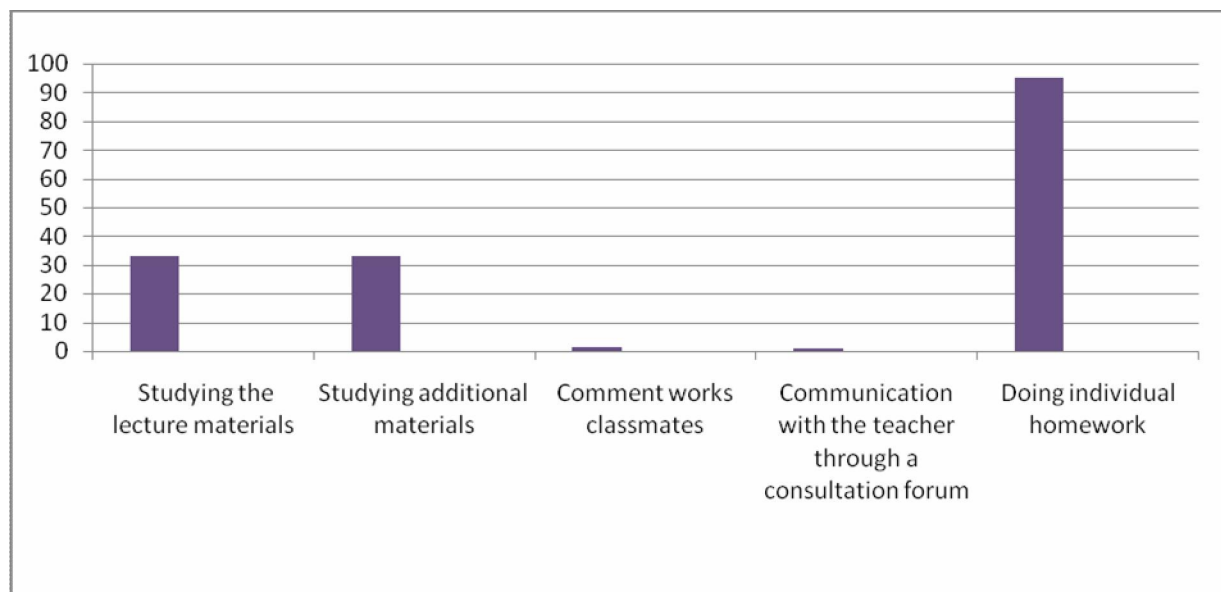


Fig. 1. Activities carried out by students in the e-course «ENGLISH LANGUAGE. MODULE 3»

The next question is devoted to the usefulness of the following options while studying EC. The students had to evaluate each statement on the 5-point scale («5» – the most useful and «1» – the most useless). **62–86 %** of students said that continuous access to studying materials, participation in online testing and carrying out other tasks and the opportunity to get extra points were the most necessary for their study. As respondents said, the most useless option was «communication with other students».

The fifth question was about the difficulties that the students had during studying the e-course. The result is shown in Diagram № 2. Here are the options that do not cause difficulties for students. The diagram shows that the most problematic aspect is the motivation to perform a certain task at home. The last survey question «Do you think that studying at the EC helps you to prepare for the exam?» was answered as follows: «yes» – **62 %**; «no» – **4,7 %** and for others it was difficult to answer.

Diagram № 2

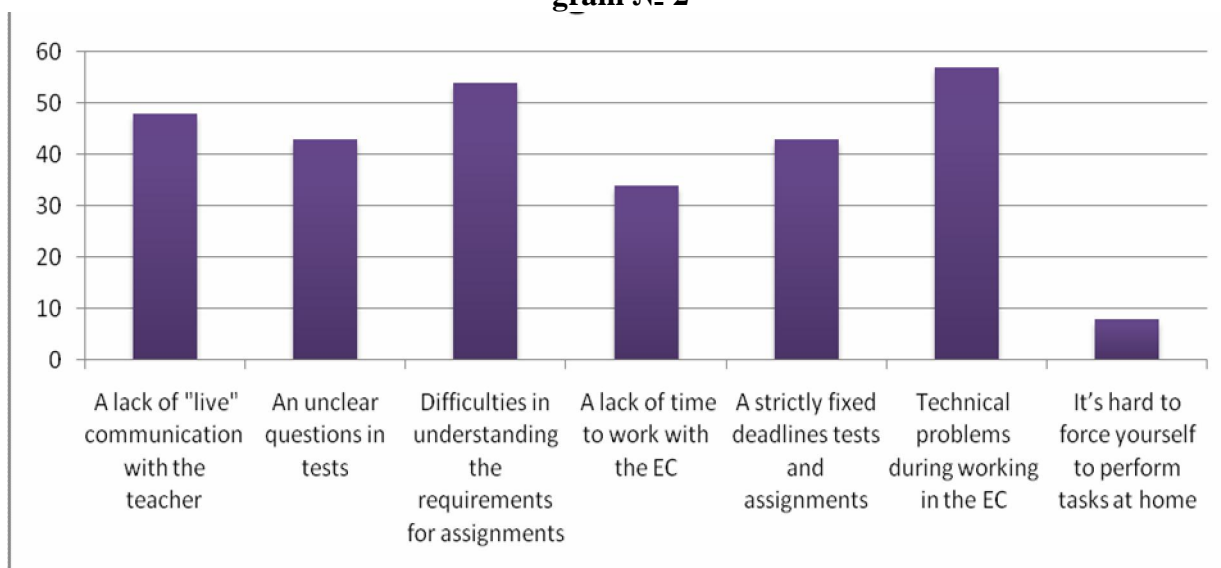


Fig. 2. Difficulties met by students while studying the e-course

This paper discusses the relevance of the use of electronic systems in the process of learning English language, using as an example «ENGLISH LANGUAGE. MODULE 3» (author E. V. Shvagrakova). The course structure is clear and accessible for students' independent work. Materials for the development of certain topics include various video and audio files, texts, links to learn deeper. Each unit of the course is aimed at the acquisition of

knowledge and skills that are necessary for students as future engineers. Students study the lecture and additional materials, do individual homework, participate in the discussion forum and communicate with the teacher through a consultation forum. The most part of students do not have any problems while working with this e-learning course.

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ОБУЧЕНИЕ АНГЛИЙСКОМУ ЯЗЫКУ ПРИ ПОМОЩИ ЭЛЕКТРОННОГО КУРСА, РАЗМЕЩЕННОГО НА ОБРАЗОВАТЕЛЬНОЙ ПЛАТФОРМЕ LMS MOODLE

Статья посвящена изучению роли электронного образовательного курса «Иностранный язык (английский). Модуль 3» (автор Е. В. Швагрукова) в процессе обучения английскому языку. В статье подробно рассматривается структура образовательной платформы. Описаны основные навыки, приобретаемые студентом в процессе использования системы. Произведен анализ работы студентов на данном курсе и проведена оценка востребованности этой системы.

Ключевые слова: электронный курс, образовательный процесс, английский язык, знания и навыки.

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MOBILE LEARNING OPPORTUNITIES FOR EFL LEARNERS

The present article considers mobile learning in terms of the use of mobile devices potential for EFL acquisition. It reviews the principles, definition, and actuality of mobile learning, considers the difference between mobile learning and electronic learning. Also, the article provides the list of widespread mobile applications used by the learners nowadays with their description and indicates the experimentally obtained data concerning the advantages and disadvantages of incorporation m-learning into mainstream education.

Keywords: English as a foreign language, mobile learning, mobile applications, advantages and disadvantages of mobile applications.

Introduction

It goes without saying that foreign languages are of paramount importance for professional development in the modern world. In this regard technical universities, which are responsible for training of qualified engineers, work on implementing new and innovative approaches and initiatives to improve the quality of higher education on the whole, and in the field of EFL teaching (English as a foreign language) which is a focus of the present article. It is carried out via implementation of innovative methods of language training, updating the EFL learning content in order to minimize the discrepancy between the requirements of the real labor market and knowledge, skills that are formed and developed in university and to increase the learner education freedom in order to make them be more autonomous in terms of the choice of their own study pathways.

In the situation when the EFL instructors have to imitate the language environment in search for ways to increase students' motivation to self-study and to make the process of EFL acquisition significant for the learners, we address to the question of incorporation of mobile devices in the mainstream language learning process as an effective tool to involve the learners in EFL context providing favorable opportunities to learn English.

Literature review

Life is busy today and the students have to live in a furious pace doing the things quickly and studying fast. Taking into consideration that the use of mobile technology is constantly growing why not to offer the learners to study at any time, in any place they want via their mobile devices? Following the claim it becomes urgent to analyze the potential of mobile learning which is primarily based on taking advantage of opportunities offered by mobile technologies such as mobile phones, personal audio devices (MP3/mp4 players), easy figurative personal computers and small laptops to facilitate, support education via the instructor-free way.

In fact, the issue of integration of m-learning into traditional educational process has been widely researched and the idea of applying gadgets in the English learning process in view of this concept is attracting attention of the wide audience in Russia and abroad, among them are: T. Elias (2011), S. Hooper (2013), D. Keegan (2005), M. Koole (2009), Y. Park (2011), C. Quinn (2011), G. Woodill (2010), V. Kuklev (2010), I. Golitsina and N. Polovnikova (2009), S. Titova and ect. However, despite the imposing corpus of researches in the field today, e-learning and m-learning concepts are still confused. In this regard it is essential to introduce the opinion of Yury