Electronic Educational Resource "Post-graduate Foreign Language" and the Obtained Learning Curve

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***Abstract* — the purpose of the article is to outline the core concept of a social-interactive learning. Electronic educational resource provides the opportunity of permanent on-line contact with a teacher that evidently contributes to the development of 'legitimate peripheral participation'. Attention is drawn to the fact that we would see a highly interactive classroom, where guided participation allows students to obtain the necessary language skills for a shorter period of time. Attempts are made to snoop the students' learning curve.**

Keywords — Educational setting; Foreign language acquisition component; Software; E-learning

I. INTRODUCTION

The development of information technologies has led to the emergence of a new form of education - e-learning comprising technology-enhanced learning. The basis of e-learning is an electronic educational resource [1]. Under the electronic educational resource, we understand the course management system presented in the electronic-digital form, for the use of which computer facilities are needed. In general, the educational resource includes a structure, subject content and metadata about them. The structured and subject content used in the educational process is called educational content. The metadata of educational content is the information about that characterizes its structure and contents.

Following this scheme "Post-graduate Foreign Language" electronic educational resource includes data, information, software necessary for its development and use in the learning process [5]. Functional purposes and specific application in information and educational systems determined the structure, subject content, methods and tools for the development and application of the electronic educational resource. In e-learning the basis of the electronic educational resource is educational content. The metadata of the described resource contains standardized information necessary for post-graduates to search through the technological learning system [4].

The "Post-graduate Foreign Language" electronic educational resource as well as its information educational services, tools, technologies created on the Moodle hardware and software platform that provides the use of electronic resources and services for educational purposes is an automated learning system, providing a socio-cultural approach to language learning. Three premises are being challenged. First of all, it is the shift to the notion of emergence. Then, alongside with information receiving, skills of various kinds are being provided. At last, it allows students not only facilitate learning, but fulfil the process of learning in a fundamental way [2].

This computer training program can be presented as a systematic presentation of a specific educational material for studying one issue of the curriculum, including text, illustrative (including multimedia) teaching material, hyperlinks, control questions. The issue under discussion touches upon scientific aspect of the English language. Taking into account all modern tendencies in the field of Science, Investigation and Research, fluent English proves to be, evidently, of great importance for any scientist or a post-graduate. The urgent necessity of presenting the achieved results in different foreign magazines and periodicals makes every candidate improve the level of English knowledge and be ready to use it in practice [5].

II. BACKGROUND TO THE PROBLEM

The "Post-graduate Foreign Language" computer training program is designed for both independent work of students and for work under the guidance of a teacher [6]. The media education, in addition to acquiring knowledge, can also provide some skills such as providing effective ways of dealing with the educational problem, active learning in natural environment, and, at last, language reconceptualizing in profound ways in order to meet the requirements of the twenty first century. This computer training programs aimed at studying the "Scientific language" section of the Post-graduate curriculum is combined into an automated training course, which follows all educational and methodological demands [3].

To illustrate the given data, we would like to show the screen shots, presenting the available materials on the topic "My scientific research". Let us look at some examples of learner interaction. The two-way communication gap task can be found when fulfilling training tests. A conversational interaction between two learners is possible in chat groups. The additional advantage is the possibility of interacting with a group at the same time. The communication between a learner and a native speaker is provided with the help of such an item as the Internet website («Free communication on line" item). The considerable linguistic work is being done, in fact, in the process of fulfilling written tasks, compiling his/her statements on the topic. It should be noted that every stage is under control and the possibility to keep in contact with a teacher can be

regarded the most prominent achievement of this educational technique.

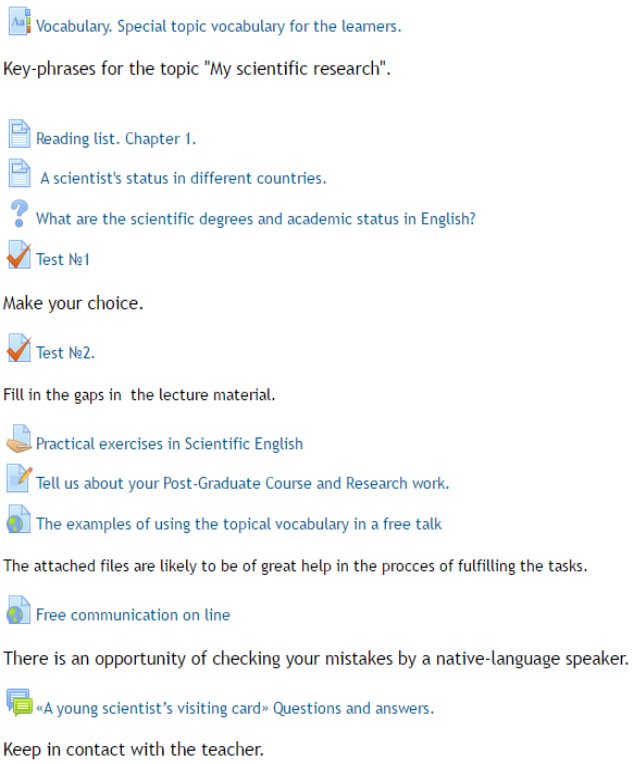

Fig.1. "My scientific research" item program.

Another important aspect of the educational resource is the possibility to estimate knowledge on the spur of the moment. It helps the teacher to save time for communication with the students.

Оценка/10,00	В. 1 /2,00	В. 2 /2,00	В. 3 /2,00	В. 4 /2,00	В. 5 /2,00
10,00	✓ 2,00	✓ 2,00	✓ 2,00	✓ 2,00	✓ 2,00
10,00	✓ 2,00	✓ 2,00	✓ 2,00	✓ 2,00	✓ 2,00
8,00	✓ 2,00	✓ 2,00	✗ 0,00	✓ 2,00	✓ 2,00

Fig.2. The available marks for the fulfilled test.

III. Methods of Research

Mastering the language is another example of a social source of development. P. Zukow-Goldring and K.R. Ferko [12], as well as other researchers, showed a close relationship between the support of the pupil's and teacher's mutual attention, and the enrichment of the dictionary [8]. Two sides of the utterance - cognitive activity and its result are presented in the practical application of the studied language and in the educational dialogue. The educational dialogue is a dialogue in which the speakers are involved in solving the problem in the process of acquiring knowledge. We would like to emphasize that the educational dialogue mediates both the solution of the problem and the acquisition of knowledge.

The study was conducted with the first-course post-graduates of the Kazan Federal University in groups with a high level of language proficiency. The experiment was conducted in the second semester. By this time a student can already use the specific vocabulary on their specialty in spontaneous dialogues. The study was aimed at testing the influence of "Post-graduate Foreign Language" electronic educational resource on the correct use of special language forms in oral speech. Each group was tasked to discuss in the process of dialogue their actions and correct mistakes of each other, explaining them. The first group is called «E-learning participants". Their control results were compared with the results of the second group, which also had studied in accordance with the Post-graduate curriculum, and the students were fulfilling the same communicative tasks in pairs. We call this group "Standard learning participants". They were given opportunities for oral practice, but their training was conducted without the use of the "Post-graduate Foreign Language" electronic educational resource.

IV. Results of the Study and Discussion

By the end of the studying course, the main task of the lesson was the so-called linguistically unlimited task, namely, when there is no explicit grammatical task. "Free talk" technique is being practiced. Each pair of students was tasked with discussing the ways doing their research, its benefits and drawbacks. The students in this study were tested individually. Firstly, they were asked a series of individual questions in the form of interviews, and secondly, they were asked three discussion questions, responding to which students had to express their opinion, tell the story and come up with a statement. The questions were formulated in such a way that, when answering the need for compiling complex sentences with special vocabulary was arising. The correctness of their use was monitored and evaluated. The evaluation was carried out in three stages: ascertaining, control and post experimental ones. The last stage was held four weeks after the second. The data obtained were counted as four separate tests: the first 40 individual questions as one test, and each of the discussion questions as three separate tests. An initial analysis was conducted to determine whether the significant improvements in the use of specific language forms had been obtained as a result of the "Post-graduate Foreign Language" electronic educational resource having been put into practice. The positive results of the control test could open up new avenues for research. The analysis showed that the «E-learning participants" group made notable progress in all four control tests in comparison with the ascertained. "Standard learning participants" group made unremarkable progress only in a series of individual issues. Moreover, the level of responses with the «E-learning participants" group could be considered as a lasting result after taking a post-experimental test within the period of four weeks.

After interpreting the obtained results following the well-known theoretical aspects from N.F. Talyzina's theory [8], it can be assumed that for the «E-learning participants" group the mutual active communication process of language learning helped to decide problems, foresee linguistic problems, set goals, monitor their speech and assess their overall success. The basis of the second aspect of the methodological experiment was the theory by D. Wood, J.S. Bruner and G. Ross and S. Donato [11] studying the spontaneous communication in the classroom. In the study, there was a more complicated statement of students over time in a joint contextual situation (in a group context). Observations clearly show how the interaction in the zone of proximal development changes with time (in this case in the course of one year) and if firstly the help is provided only by the teacher, then gradually it is internalized by the students, and at last it is used as an instrument of mediation [9].

All these aspects shift the concept of learning from the so-called learning to the concept of participation. The dichotomy between learning and participation, or in other words, participation in various aspects of activity, discourse, communication cannot be reduced to a simple division between the individual and the social [7]. It is clear that the social aspect is an integral part of learning, and learning itself is a form of internalized social activity. Thus face-to-face communication and conversational practice are present in the concept of participation [10]. The following scheme could help to illustrate the obtained results.

TABLE I. LEVELS OF INTERNALIZATION FROM INTERPSYCHOLOGICAL TO INTRAPSYCHOLOGICAL LANGUAGE ACQUISITION

Levels of knowledge	**Explanation to the language behavior in practice**
Level 1	The student cannot notice or correct the error, even with the help on the part of his/her teacher.
Level 2	The student can notice an error, but cannot fix it, even with someone else's help.
Level 3	The student can notice and correct the error, but only with the help of someone. He/she understands the clues and can use them in correcting errors.
Level 4	The student notices and corrects errors with a minimal prompt, or without it at all, and begins to assume full responsibility for correcting errors. But, nevertheless, the key phrases are not yet fully internalized, and so the student often makes mistakes. The student can even refuse from help, if it is not needed.
Level 5	The student becomes more consistent in using key phrases in all contexts. The student is fully responsible for his/her mistakes and can correct them without any help.

V. CONCLUSION

Our research shows the mutual interdependence between the language accomplishments and active communication, the so called "participation" on the part of the students. The urgent necessity to make use of Technology-Enhanced Learning is evident. The IT technologies setting up tasks and activities are promoting triadic and dynamic interaction rather than dyadic interaction at the same time. Indication language process is made complicated in a dyadic format. The following conclusions are drawn. Electronic educational resource has a good future ahead of him. And, it is necessary on the part of teachers to benefit from this perspective of educational process upgrading.

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