

E-Learning in English Classes

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Abstract: The author of the article shares his experience with the use of electronic innovative teaching aids, such as an interactive language laboratory and multirooms (a system that is the integration of one or more sources of audio and video signals, including in digital form) to English textbooks.

Keywords: interactive language laboratory, multiroom, individualization of learning, online mode.

Introduction. According to the third generation of the Federal State Educational Standards, more than 50% of the study time is devoted to self-training of students, and teachers are faced with the task of properly organizing work outside of school hours. For this reason, forms of e-learning are becoming increasingly relevant, which is the integration of distance and traditional forms of organizing the educational process based on information and communication technologies.

E-learning technologies are gaining popularity: students get the opportunity to independently regulate the time spent on training. Technologies using the Internet increase the activity of independent work, providing conditions for optimizing the educational process. E-learning should contribute to solving one of the main tasks of any teacher - to transfer knowledge. Considering it useful in this regard to use the interactive language laboratory MyEnglishLab, in this article we would like to refer to the experience of our work and draw the attention of colleagues to the undoubted advantages and some disadvantages of this electronic resource.

MyEnglishLab is an interactive language laboratory, or electronic workbook, similar in content to the workbooks of the latest innovative teaching materials published by Longman (Language Leader, New Cutting Edge, North Star). What made us turn to using the MyEnglishLab electronic workbook? During classes with fairly large groups (15-16 people or more), it becomes a problem for the teacher to regularly monitor homework assignments aimed at consolidating and practicing the skills and abilities acquired during the study of lexical and grammatical material.

Main body. Since checking regular workbooks is a laborious and time-consuming process, it was decided to use MyLanguageLeaderLab along with the same-name UMK (Language Leader). The pilot project is attended by students of economics and finance faculties of the Nizhny Novgorod State University, studying under the program "Translator in the field of professional communication" (1st year of study).

During the educational experiment, the following advantages of working with an electronic notebook were revealed:

- performing tasks and tests online helps to increase the motivation of students and captivate them with the learning process;
- students can work at a convenient time for them and anywhere, provided they have access to the Internet;

- tasks are provided with detailed recommendations and hints (Hintboxes), which helps to understand and analyze the material, as well as to avoid "blind guessing" of the correct answers;
- verification is carried out immediately after completing the assignments, the student receives a detailed report on his results and progress;
- automatic checking of homework assignments unloads the teacher (does not take classroom time), allowing more productive and efficient use of the hours allotted for group classes;
- the teacher can view the class journal, which registers all the results (the work of the entire group and each student individually is reflected);
- the work of each of the students is recorded in detail (the "history" of doing homework);
- a special section The common error report allows you to identify typical errors, focus students' attention on them and, if necessary, provide additional material to correct shortcomings and consolidate acquired skills;
- the function To add tasks for a selected date encourages students to disciplinedly complete tasks by the appointed date;
- additional functions allow you to change or create "own tasks" depending on the needs of the group;
- there is an opportunity to communicate with students outside the university audience (post ads, send messages with recommendations and comments, etc.).

The use of the electronic resource MyEnglishLab is associated with three main areas of research in linguodidactics:

- development of theoretical aspects of the use of computers in language teaching;
- experimental work on the creation and use of computer materials in the educational process for various purposes, stages and profiles of language teaching;
- ways of integrating computer learning into the overall process of language learning. The language laboratory allows an English teacher to carry out experimental work on the creation and use in the educational process of computer materials necessary for a particular group. This is the undoubted advantage of this type of electronic manuals. However, the MyLanguageLeaderLab electronic workbook has technical drawbacks that should be mentioned. Firstly, the only web browser that allows you to enter MyLanguageLeaderLab is Internet Explorer (for some regions this is not very convenient, and often it is simply impossible). Secondly, students note that not all tasks are opened online, the system does not always check them correctly (sometimes the resulting failures confuse those studying on the "Notebook"). This work, an educational experiment by UNN, is carried out on the instructions of the Longman publishing house (representative office in Nizhny Novgorod), and it can be hoped that the listed technical shortcomings will be eliminated.

The use of an interactive language laboratory in the educational process makes it possible to implement the basic principles of didactics: visibility, accessibility, feasibility, individualization, consciousness, and activity. There is no doubt that "the predominant innovation introduced by the computer into the educational process is interactivity, which allows one to hope for a result, a really useful expansion of the range of independent work" [1]. Let us dwell on the work with disks for interactive practice (multiroms) for UMK International Express and New Inside Out.

In terms of the development of computer linguodidactics, we are interested in the theoretical and practical aspects of using these multiroms, the psychological and pedagogical problems of their use in

teaching English, the possibility of developing communication skills in the process of teaching a foreign language using computers. Analyzing the ways of integrating computer learning, we set the task to find out how effective the use of computer technologies in the process of teaching English is. We have identified the following positive / negative aspects of working with multirooms. Each student receives a multimeter for the NewInsideOut course along with a textbook.

The disk contains additional materials and, as expected, will increase the efficiency of students' independent work compared to a regular workbook. The textbook itself, from our point of view, is quite good, but not perfect (sketchy presentation of the material, the same types of work, tasks for the development of oral speech do not always coincide with the lexical topic of the section, etc.).

The disc is almost flawless. What are its positive aspects? First of all, it is a user-friendly interface. The various exercises contained on the electronic media allow you to work on all four speech skills, several tasks are given for each structure, and continuity between them can be traced. Consistent performance of exercises leads students to the most productive skills - speaking and writing. In the array of tasks for listening, the language and speech material of each lesson is worked out in a variety of situations.

There are many videos with interesting dialogues on the disc. Attractive, in our opinion, is the opportunity to create your own test. The disk can be used at various stages of working with the material: - as homework, immediately after the introduction of the material; - to repeat and consolidate previously studied topics (for example, during a break in classroom studies while students are undergoing industrial practice); - to prepare for an intermediate test, test, creative task. The problems of a number of texts stimulate students to discussions in the classroom. Dialogues serve as a model or template for speaking in class.

Our observations and practical experience have shown that working with a disk is associated with a number of problems. In the first semester of the first year, some students show excessive enthusiasm, performing in random order all the tasks placed on the disk (not only those recommended by the teacher). After that, the activity drops sharply; Unfortunately, if five years ago the use of a computer to learn a foreign language was a motivating tool, today this will not surprise anyone. By the second year, one third of the students retain interest in working with multiroom, another third conscientiously "does their homework".

The rest "forget" to complete the exercises on the disk, while successfully coping with the often more difficult work directly from the textbook. How can we explain this fact? Firstly, some students perceive what is recorded on the disk as additional and optional exercises. Hence the unsystematic approach: with a sense of freedom, a "disposable effect" is triggered, similar to "passing levels" in computer games. Secondly, there are technical difficulties.

Many out-of-town students do not have access to a computer outside the university, and the school's computer policy prohibits students from installing their own software. Thirdly, since the control function is performed by a machine when working with a disk, it is quite obvious that this assessment is of less importance for the student than the teacher's assessment. Moreover, if you carefully control the performance of electronic tasks in the classroom, the meaning of independent work with the disk disappears; in this case, the use of a workbook is much more convenient.

When using a multirome, a combination of different teaching aids and methods is useful. It must be remembered that "it is at student age that not only physical, but also psychological properties and higher mental functions reach their maximum development: perception, attention, memory, thinking, speech, emotions and feelings" [2]. The teacher, by all available means, must be able to arouse the interest of students in his subject, so that mental work proceeds with full dedication. Regarding the

multirome to the International Express course, unfortunately, much more minuses were found than pluses. The program interface is very inconvenient.

The materials on the disk leave much to be desired: each section contains three exercises of the same type, mostly for multiple choice. The only advantage of this resource is the presence of an audio recording of all the texts of the textbook. We had to stop working with this multirom. Having considered the stated problem as a whole, we came to certain conclusions. In order for students to maintain a steady interest in working with multirom, an electronic resource should be more attractive and more useful than a textbook. When purchasing a UMK with a disk, users do not always have the opportunity to familiarize themselves with it; the teacher needs to know in advance how the package of electronic materials correlates with the content of the textbook: supplements or completely duplicates it. Not all students have a positive attitude towards the introduction of computer technology in the practice of language teaching. Some because they do not have access to the appropriate equipment, others because interaction with the teacher and the group is much more important for them than with the "machine".

For the most part, computer technologies are only suitable for conscious, mature, motivated learners who already have the skills of independent work. Otherwise, the teacher has to constantly control, demand more stringently than when working with a regular textbook (the use of a disk loses its meaning, there is no time saving). The modern methodology of teaching foreign languages is primarily focused on the social order. The world is saturated with information and communication technologies, and society needs computerized education.

Hence, the need for the use of computers in education at all stages becomes obvious. This is due to many factors: - a sharp reduction in classroom hours allows you to increase the time for independent work (the teacher, in turn, receives hours for individual work with students); - a large amount of material needs to be introduced in a short period of study (in non-linguistic universities, the number of hours allocated for studying a foreign language is very small: one to two years). The teacher is forced to select the material according to the degree of importance, because of which a number of necessary aspects of learning are missed; - modern (rather high) requirements for the language training of personnel are due to the intensification of international contacts. The teacher needs to take into account the preferences of employers so that the material meets the requirements and level of development of social institutions.

Conclusion. Although the teacher today cannot do without computer technologies in the educational process, the use of various electronic means should not become an end in itself. In the teaching of all disciplines, and English in particular, the latest educational technologies can act in tandem with traditional methods. It is this approach to learning that seems to us the most successful and promising.

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