

THE INFORMATION EDUCATIONAL TECHNOLOGIES IN THE DEVELOPMENT OF STUDENTS' COGNITIVE SELF-STUDY AND PRACTICAL AUTONOMY

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Abstract: The article is devoted to the development of cognitive-practical autonomy of learners through the introduction to educational process of educational information technology, including distance learning. It presents some aspects of the development and application of electronic educational resources in the disciplines of professional training. This article provides a description of the structural components of the distance learning course of Methods of teaching second foreign language (French), designed for students enrolled in the direction "Pedagogical education", as well as analysis of the effectiveness of its application in the educational process at the University. Positive survey results, pedagogical observation, and also organized experiential learning allow us to conclude that distance learning courses are means of development and stimulation of cognitive activity and independence of learners. They provide more comfortable learning environment, positive influence on the ability and willingness of future teachers to learn, to grow and to develop throughout their career.

Key words: cognitive-practical autonomy, information educational technologies, distance learning, electronic educational resources, distance course, method of learning a foreign language, professional training.

1 Introduction

Actuality of research is caused by the general trends of world development, defining the change of priority targets in education. The formation of a competitive educational environment requires more of informatization of education, introduction of innovative educational technologies, creation of opportunities for the development of cognitive independence of learners (Gaifutdinova et al., 2015).

A number of scientific studies are dedicated to the problems of distance education and e-learning resources. Procedural matters and psychological-pedagogical aspects of informatization of education are discussed (Zakharova, 2003, Robert, 2007, Martin, 2009). Methods of organization of independent educational cognitive activity in the online environment are available in the writings of such researchers as T. A. Boronenko, A. V. Kaysina, V. S. Fedotov, J. Martin, and many others (Boronenko et al., 2015). Challenges and advantages of distance learning, organization of bilateral cooperation between teacher and student, the importance of feedback are revealed in researches of S. Li, V. Irby, M. Hastie, I. Hung, N. Chen and Kinshuk (Li, Irby, 2008; Hastie et al., 2010).

Currently, in connection with the occurrence in the Russian Universities the new educational directions and specialties, the curricular plans and teaching methods of several disciplines are undergoing significant changes due to the challenges of entering the Russian education system into the world educational space. In order to enhance its competitiveness in the educational market, the disciplines of professional cycle of training are being increasingly specialized, focus on the formation of professionally significant competencies, responding to current needs and social requests to the training of future graduates (Subich et al., 2016).

According to Federal state educational standards of new generation, the results of education are presented in the form of characteristics of acquired competencies (Konopatskaya,

Fakhrutdinova, 2015). So, training on methods of teaching foreign languages at higher school is focused on the formation of common cultural competences, among which are the ability to self-organization and self-education and professional competences, which are expressed, among all, by the ability to use the opportunities of the educational environment to achieve personal, metasubject and subject results of education and ensure the quality of the educational process by means of taught academic subjects, ability to organize cooperation of students, to support their activity, initiative and autonomy, to develop creative abilities.

One of the means of developing the cognitive-practical autonomy of students and enhancing the effectiveness of the educational process at the Kazan Federal University are actively developing remote educational technologies, which are increasingly applied at different levels of learning, both in full-time and in part-time forms.

2 Materials and methods

The purpose of the study was to pilot test the e-course on Methods of foreign language teaching in the educational process of higher education and to identify its potential in the development of the cognitive-practical autonomy of the learners.

The research is based on developed electronic course "Theory and methods of teaching second foreign language (French)", developed at the Department of Roman Philology, Kazan Federal University IFMC in support of the corresponding academic discipline (Nazarova, 2014).

The course is designed for students of fourth and fifth years of pedagogical full-time study, learners of French as a second foreign language, and is aimed at formation of professional competence of future teachers. The course contributes to the students' acquiring the following knowledge: basic regularities of the process of learning a foreign language as a means of communication, education, development and education of students; the characteristics and the main ways of formation of speech skills of the French language; modern methods of diagnosing achievements of students. In the process of mastering of a course students learn methods and technologies of formation of speech skills and learn to apply them in the professional teaching activities creatively.

As the research methods, the study and generalization of pedagogical experience, conversations with teachers and students on the research problem, observation of the learning process, testing, questioning, experiential learning and analysis of learning outcomes of students were used.

3 Results

Developed e-course of methods of teaching the second foreign language (French) provides a solid theoretical training of future professionals, as it contains the basic theoretical principles, including the basic methodological concepts and definitions. Much attention is paid to peculiarities of formation of skills of the French language in comparison with the first foreign language. Thematic test tasks help to consolidate the knowledge and to identify the level of learning of students.

As the curriculum is supported by the electronic resource of the discipline which includes lectures and practical classes, so the lecture notes, assignments for preparation for practical classes and independent work are included. The main elements of the considered e-course are also the working program of discipline, a glossary, a list of keywords and abbreviations. The control unit includes a self-assessment questions, the approximate list of questions to offset and final tests. For the convenience of users

the guidelines for learners and for teachers to work with the electronic resource were developed, educational-methodical and information support of the discipline was presented.

E-course is designed to work in class and independently and provides the organization of various forms of communication between teachers and students. It has high interactivity level thanks to guidelines, tests for self-control in all sections and control testing, assignments with feedback, and monitoring the activities of trainees.

The content of the course consists of five thematic blocks. Each unit includes guidelines for students, lecture notes, presentation on the topic, practical exercises and tasks for independent work, questions for self-assessment and test on theoretical questions of the topic studied, as well as additional material in the form of PDF documents, presentations or links to websites and digital resources from open sources (e.g., reference material "Vocabulary classroom items on the French lesson" in a PDF-document, presentation "Game technology in the training of the French language"; links to the websites of the Federal educational standard, the official website of the Ministry of education and science of the Russian Federation; article "Teaching pronunciation in the French lesson in elementary school", "Training and control language tests").

Practical tasks are designed for each studied subject and are directed on formation and perfection of professional pedagogical skills of the trainees. So, theme 1: "The theoretical foundations of methods of teaching French language", has the following task: determine the goals and objectives of the lesson of the French language (according to one of the textbooks recommended by the Ministry of education and science for teaching at school). The purpose of this task is to update theoretical knowledge and to demonstrate the ability of their application in practical teaching. The task done is sent to the tutor, and the discussion in practical classes is possible, too.

Test control on this topic includes the tasks to test knowledge of the vocabulary of classroom use (vocabulary presented in a PDF-document), the possession of which helps the learner to prepare and demonstrate in the subsequent practical classes the fragments of French lessons.

In theme 2: "Formation of speech skills of the French language", the features and methods of formation of phonetic, lexical and grammatical skills in French are described. In particular, the following practical tasks are presented:

1. To develop a phonetic exercise for the introduction and training of a pronunciation of sounds of the French language.
2. To propose and justify the most appropriate ways of introducing different types of lexical units and to develop a set of exercises for their workout.
3. To introduce new grammatical material and to develop training exercises and the automation of grammar skills on this topic.

All assignments are sent to the tutor.

Theme 3 "The features of the formation of the receptive skills of the French language", examines the features and technologies of formation of reading and listening skills. Among the practical tasks are as follows:

1. To select and present at a practical lesson the text for listening at the senior stage of secondary school. To develop the task for understanding of the basic information and the detailed understanding of the text. To prepare for the demonstration of a part of the lesson, by applying the developed materials. The text of the tasks is sent to the tutor, a fragment of a lesson is demonstrated in practical classes.

2. To develop assignments to the proposed text to be read in accordance with the principle of level penetration in the text (the text is presented in a PDF file). The task is sent to the tutor.

In theme 4 "The features of formation of the productive skills of the French language", the technologies of formation of skills of speaking and writing are discussed. We give examples of practical tasks, performed by the students:

1. To make speech situation for the lesson-discussion on a topic of study at the senior level of school. The task is executed in the form of a file and sent to the tutor.
2. To select normatively composed speech samples for the formation of skills of written speech, in accordance with the content of teaching writing at the secondary level school. The response to the task is sent to the teacher in the form of a file.

The course is finished with theme 5 – "The types and methods of control of the speech skills of the French language". The main practical task of this subject is the formation of skills of various types of control in the lesson of the French language. As an example of thematic tasks, the following ones are given:

1. To make a test on the control of lexical and grammatical skills in accordance with the themes of learning the French language at the secondary school level. The response to the task is sent to the teacher in the form of a file.
2. To create tasks for the control of listening skills for secondary level of learning French at school. The job is checked out of the site during the practical classes.
3. To prepare the demonstration of a fragment of one of the lessons in the textbook of the French language for school. To use the presentation in POWER-POINT. The task is checked out of the site during the practical classes.

Before performing practical and control tasks in all subjects, students are advised to study carefully the lecture and additional material, presented in the course. When developing demonstrations of fragments of lessons, it is recommended to use widely modern learning tools and innovative learning technologies.

Check of correctness of tests execution is carried out automatically, the teacher has the option of monitoring results through the report estimated, allowing to track the results of each user, is enrolled in the course. For all tests, and many practical assignments a time limit is set. The number of attempts, as a rule, is not limited, but is automatically evaluated and displayed according to the first attempt. The gradebook allows the instructor to view the results, written to all course users, it reflects the average performance for each of the theoretical test or the practical assignment, the system automatically issues the final grade for the course. A feedback form with students is provided by sending messages and works, checked by the teacher, on the email addresses.

The course was introduced in 2014 More than 100 students participated at an experienced training. The results showed that in comparison with traditional learning, the application of the distance learning course is more effective, both in terms of formation of professional skills, and in developing cognitive-practical autonomy of the learners.

A survey among the users of considered e-course has revealed a number of positive aspects of its application in the educational process; we represent them in descending order of importance, according to respondents:

- permanent access to all course materials, including tests on theoretical questions and practical tasks (marked 98% of respondents);

- interactivity of the course, availability of assignments with feedback from the teacher (97%),
- the availability of short and full lectures, presentations on topics (93%),
- the ability to self-plan their own learning activities (92,5%),
- possibility to return to the already passed material, to repeat bad or poorly assimilated (89.5 %);
- the presence of a variety of tasks and supplementary materials to enhance the formation and development of professional skills and competencies in methods of teaching foreign language (85.5%),
- increased motivation to learn academic discipline (69%).

4 Summary

As it is rightly noted by many researchers, the main goal of modern education should be the formation of the young generation's ability and willingness to learn, to grow and develop throughout life. The problems of improvement and modernization of forms and methods of learning are successfully solved through the development and increasingly wider involvement in the learning process of electronic educational resources of various kinds. E-learning opens up great opportunities for the development of cognitive-practical autonomy (Antonova et al., 2016).

Online courses provide both students and teachers a greater freedom of action. In particular, they allow students, if necessary, develop training modules independently, to execute the offered tests for self-control and practical tasks at their convenient time and at their own place, making use of all the necessary reference books and other resources. From the point of view of teaching, the proper application of these courses provides the individualization of the educational process. As a result, knowledge, skills and abilities, acquired by the learners, are formed on a more conscious basis, which plays an important role "in solving problems of formation of the modern competence-oriented educational environment" (Abdrifikova, Konopatskaya, 2014; Meets Shelestova, 2016).

5 Conclusion

Thus, the use of e-learning courses in educational process in high school can be one of the means of ensuring the transition to a productive style of learning as the ultimate goal of modernization of Russian education. The constantly changing conditions of modern life, noted, in particular, by the rapid growth and an unprecedented spread of new information technologies require a fundamental change in the content of education, forms and methods of work; while the tasks of the development and stimulation of cognitive activity and independence of learners are of great importance.

Acknowledgement

The work is performed according to the Russian Government Program of Competitive Growth of Kazan Federal University.

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