

PEDAGOGICAL CONDITIONS FOR THE USE OF ELECTRONIC EDUCATIONAL RESOURCES IN THE CONTEXT OF THE MODERNIZATION OF LINGUISTIC EDUCATION

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Abstract: *The aim of this paper is to analyze the main parameters of electronic educational resources (EER) in foreign language education at university level, and to identify the pedagogical conditions for their optimal use with the final goal of motivation of students for learning activities and as a result the quality of education and optimizing language training. Using theoretical methods, data were obtained on the current trends in the use of electronic educational resources in the study of foreign languages; on the basis of systematic observations of the students' activity in the classroom and the evaluation of their productive activities, pedagogical conditions were identified and justified that contribute to the activity of students when working with EER, taking into account the purpose of these resources. The identified pedagogical conditions for the use of EER in the educational process, according to the intended purpose of these resources and taking into account the peculiarities of perception and the needs of modern students, contribute to a more rational integration of EER in teaching students foreign languages, the optimal use of these resources to motivate students to study and increase the productivity of the educational process. Some of the conclusions reached are that EERs have a significant potential for intensifying the educational process, provided that the identified pedagogical conditions for their use are met. These conditions relate to the objectives of a particular stage of learning, taking into account the cognitive characteristics of students, the possibility of choosing and determining the relevant information by them, the interactive nature of computer tasks. The increase of the open tasks in the educational process and multimedia resources are intended to orient the teacher in the choice of the necessary EER and the methodology for its application.*

Keywords: *electronic educational resources, language education, higher education, pedagogical conditions for the use of EER, teaching foreign languages.*

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The dynamic development of the information society has an impact on all spheres of public life and requires adjustments to the definition of modern priorities in education. After all, the functioning and continuous improvement of education as a pedagogical system is closely related to the level of development of society. Among the set of interrelated structural and functional components of this system, pedagogical conditions are distinguished, on which the success and efficiency of the ongoing pedagogical activity depends.

The latter, in turn, necessitates the modernization of the functioning of the education system at all levels, including higher education. The purpose of universities is concentrated in the triangle of knowledge: education, research activities and innovations, focused on the training of competitive specialists. At the same time, information and communication technologies are becoming an integral part of the educational environment.

The language policy in the information society is aimed at modernizing education with the introduction of the latest information technologies in the educational process and the indispensable use of *electronic educational resources* (EER) in learning.

In the current situation, teaching foreign languages, the formation of intercultural competence in the context of a dialogue of cultures and foreign language professional communication occupy a key place in the competence model (Bartosch et al., 2020). Modern educational process is focused on diagnostics and the quality control of specialists' training in not only innovative methods and technologies for organizing educational activities, but also computer technologies that ensure the expanded introduction of electronic control and measuring materials into the educational process, the implementation of interactive exercises based on the Internet services or test tasks on the iSpring, MyTestXPro, Moodle platforms in order to form, control and evaluate language and speech skills and foreign language skills (referred to as FL).

Timely identification of pedagogical conditions that relate to certain aspects of education, taking into account the ongoing changes in educational policy in general and language education in particular and the formulation of didactic principles on their basis are a necessary condition for constructing private didactics and a condition for their practical application (Khutorskoy, 2007).

Among the innovative initiatives in the field of language education policy, theory and practice of teaching a foreign language, the development and expansion of the use of electronic educational resources in the practice of language training are singled out. Bukharkina believes that "the concept of an electronic resource can be defined as any information that requires electronic devices to reproduce" (Bukharkina, 2009, p. 32). Gura understands EER as a set of software products presented in electronic form (Gura, 2007). Thus, EER is the most general term that combines learning tools and is implemented on the basis of computer technology.

But, if at the very beginning of the use of EER in the educational process, the motivating factor for students was the very fact of their use, today, when electronic communication tools have become an integral part of everyday life, they have lost their former relevance and are perceived as already familiar learning tools together with a textbook or other didactic materials. For example, in relation to the text as the main learning tool, the most relevant issue is to organize working with them. With regard to EER in the didactic literature, the main emphasis is still placed on the description of existing electronic resources that are constantly being developed and updated, variable models of various educational programs, their potential for the development of certain skills and abilities. The use of new developments that could return the previous level of students' motivation to work with these resources is associated with certain difficulties regarding technical support at the university, financial costs, etc. Therefore, it seems to us more appropriate to identify pedagogical conditions that would contribute to the maximum realization of the potential of basic EER, that is, the most frequently used ones in the educational process, to increase students' motivation for learning activities.

The pedagogical conditions, on the basis of which the didactic principles are formulated further, determine the links between the learning process and educational technologies and make it possible to organize the educational process as efficiently as possible. Considering that the learning process is conditioned by the social needs of society and depends on the external constantly changing conditions in which it takes place, it is necessary to timely identify the pedagogical conditions that relate to certain aspects of learning. Thus, the identification of pedagogical conditions, taking into account the ongoing changes in educational policy in general and language education in particular, and the formulation of didactic principles on their basis are a necessary condition for the design of particular didactics and a condition for their practical application (Khutorskoy, 2007).

The purpose of the study is to analyze the main parameters of basic EER, that is, the most commonly used ones, in foreign language education at university and to identify the pedagogical conditions for their use aimed at improving motivation of students and, as a result, the quality of education and optimizing language training.

A number of studies have been devoted to the problems of creating a virtual educational environment by the means of e-learning technologies and the use of electronic educational resources. Thus, the methodological aspects of EER, which are the part of the structure of pedagogical theory and form a system of activities during which knowledge is mastered, were actively studied (Doliner, 2003; Robert, 2014; Vagramenko et al., 2002). In the didactic literature a typology of EER is given as testographic and hypertext information, video or

sound fragments and multimedia (Polat, 2012); the processes of educational sphere computerization and the didactic properties of electronic teaching aids at the university, school and in advanced training of teachers are considered (Boldova, 2008; Evdokimova, 2007; Ilyina, 2013; Hannifin & Hooper, 1993; Siemens, 2005; Trainev, 2007; Zakharova, 2006, etc.); innovative trends in the use of ICT and e-learning methods in teaching practice are analyzed (Horton & Horton, 2005; Khutorskoy, 2008; Nass, 2010; Sizer & Fatt 1998; Sysoyev, 2012); the experience of using interactive teaching aids and electronic textbooks is summarized (Ageev, 2003; Andreev, 1999; Drews, 2010; Solomatina, 2011).

A separate place in the study of e-learning is occupied by the understanding of e-learning methods in language education and their role in the formation of the intercultural communicative competence of students (Bartosh, Galskova & Kharlamova, 2017; Bordovsky, Gotskaya, Ilyina, Snegurova, 2007; Georgiev & Krastev, 2009; Kudryavtseva, 2007; Manako & Voronkin, 2014; Nesterova, 2005; etc.).

Nevertheless, a number of questions remain open regarding both the practice of using EER and the creation of pedagogical conditions, primarily socio-psychological ones, that help motivate students to work with EER in the educational process and, accordingly, maximize the use of the didactic potential of these resources, which is due to their constant development, as well as to the modernization of education in general and language education in particular. Ivanova emphasizes that “[t]he changes in the nature of conceptualizing and implementing teaching which were induced by the Covid-19 pandemic might pave the way to a new teaching and learning philosophy” (Ivanova, 2021, p. 62).

Through the analysis of the scientific and methodological literature on the process of computerization of the educational sphere and the study of the didactic properties of electronic learning resources, data were obtained on current trends in the use of electronic educational resources in the study of foreign languages, and the basic EERs used in the educational process were determined.

The study of the problem was supplemented by empirical data of observation and experiment in a projected environment using certain types of ESM. The experiment involved the students of the 5th semester, studying the discipline “Practical course of the German language” (total number of people – 26, German as the main foreign language) in September-May 2022 at the Moscow State Linguistic University. The study was conducted in natural learning conditions: students were offered various tasks using EER. In the process of observation, an Observation Card was filled in – a protocol containing parameters for evaluating the behavior of students and the quality of the tasks they performed. Each parameter has evaluation criteria, which makes it possible to interpret the observation results quantitatively. The total number of points for each student was calculated separately for each parameter. Then these scores were summed up.

Today, the modern didactic concept of learning based on electronic educational technologies combines Internet resources, electronic libraries, online tests and practical tasks, various computer equipment, etc. into a unified system (Solovov & Menshikova, 2015).

The didactic properties of EERs used in the educational process, revealed during the analysis of theoretical literature, allowed us to classify them according to their intended purpose (Scheme 1). Each type has its own didactic functions.

The drawn up scheme was used for the experiment.

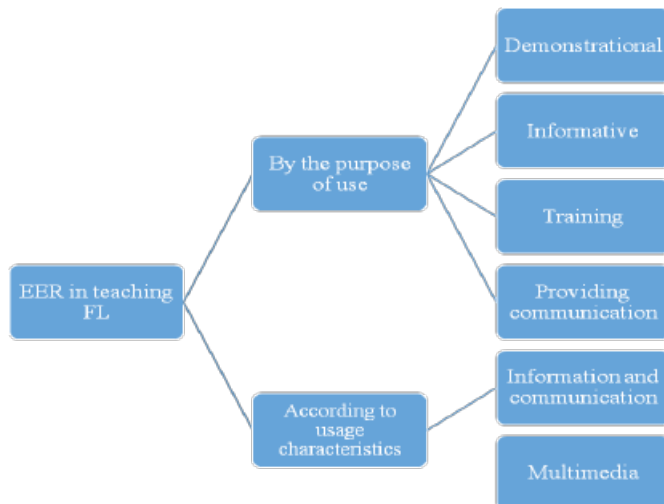


Figure 1. Classification of EER in teaching foreign languages

In the course of the psychological and pedagogical experiment, pedagogical conditions were predicted, the students were offered the tasks using EER according to their intended purpose under various conditions, that can actualize the work with these resources for students and motivate them to active and productive activities in a foreign language.

When analyzing the activity of students in the process of observation, the following parameters were evaluated:

- emotional-volitional and meaningful aspects of learning activities,
- motivation for learning activities, as well as
- qualitative (psychological) characteristics of completed tasks for producing their own statements in a foreign language.

These characteristics testify to the student's personal interest in completing the task. The parameters and evaluation criteria are presented in the observation card (see Appendix 1).

The use of different types of EER creates certain pedagogical conditions. Let us further consider the identified pedagogical conditions for the use of various groups of EER.

Demonstration EERs provide support for the teacher's explanations and include visual teaching aids developed and implemented on the basis of computer technologies: various video products, maps, diagrams, visual aids, etc.

Changes in the cognitive activity and cognitive characteristics of students at the present stage lead to the extensive of visualization technology in the educational process. At the same time, visualization is understood as a method, a method of providing information in the form of an optical image, leading to the creation of visual images in the perceiving consciousness. "The verbal transmission of knowledge has lost its leading character and is being replaced before our eyes by a visual way of transmitting and perceiving information" (Babkina, 2017, p. 14). Despite the fact that this problem is reflected in the scientific literature, it still seems to be insufficiently developed. Researchers point to the fact that the effectiveness of the perception of educational material in a visual way is based on psychological patterns and depends on the degree of implementation of the cognitive (and not just illustrative) function of the used visualization (Lavrentiev et al., 2002).

This circumstance provokes the close attention paid by the psychological and pedagogical literature to the technology of visualization using electronic means and the integration of students' computer perception of information into the educational process. At the same time, it is necessary to take into account the correspondence of the structure of visual educational information to the laws of cognitive activity.

So, in the course of our research, when presenting a new grammatical material, anaphoric and cataphoric connections in the text, two methods of its presentation were implemented. According to the first method, the deductive method, the material was explained by the teacher using a presentation with the examples. According to the second method – inductive, the students were asked to analyze the examples presented in the presentation and derive a rule, and through an interactive presentation they could transform the sentences, rearrange the studied phenomena in the sentences. Assessing the activity of students in the process of observation according to the parameters in the "Observation Card" showed that when using the inductive method, the total of all points for the evaluation criteria was 2 times higher than the number of points that was noted when using the deductive method.

Based on this, we can formulate the following pedagogical condition for the use of EER in education: *integration of visual educational information into the educational process using electronic means, while simultaneously activating*

the cognitive activity of students and taking into account their cognitive characteristics, contributes to the better perception of this information and the development of the cognitive abilities of students.

The second type of EER – informational – is aimed at developing the ability of students to find information, summarize and critically evaluate it, to develop their skills and abilities in reading, listening based on authentic texts, speaking based on a problematic discussion of information, as well as replenishing vocabulary, familiarization with the sociocultural aspect of the language, the peculiarities of the speech behavior of native speakers, the formation of sustainable motivation based on the systematic study of “live” materials (Bartosch et al., 2017). EER authentic and educational data is actively presented on the Internet, but can also be developed by the teacher and students with the help of certain resources (for example, Kapwing, Clipflair, Amara – platforms for adding subtitles in different languages and voice acting; Sony Vegas Pro 10 or Any Video Converter – programs for creating your own video; Paint.NET, Comic Life, Pixton – programs for creating comics; Zunal, Quster – services for creating web quests, etc.).

The relevance of information is one of the main advantages of an EER, in contrast to printed textbooks, and is especially important when it comes to statistical data. But relevance implies not only the “freshness” of information, but also its significance and importance for the recipient. And in this sense, this concept is relative and subjective. Accordingly, while providing students with a variety of information by electronic means, it is necessary to simultaneously give them the opportunity to choose relevant information for themselves.

So, for example, students on various topics were asked to: a) make a review of an article selected by the teacher from the Internet; b) make a review of an article chosen by students on the Internet on their own, and acquaint classmates with its content. In the first case, during the observation, a low level of activity was revealed, 25% of the students did not complete the task. In the second case, there was high activity in all evaluation parameters.

An independent search for the information by students and its description allows not only to realize the personality-oriented nature of learning, but also provides more opportunities for subsequent discussion of the analyzed data and organization of discussions. The teacher can manage the selection of material without depriving students of independence in determining the relevance of information.

The possibility for students to choose relevant information for themselves through information EER is a condition for its perception as personally significant and, accordingly, a condition for increasing learning motivation and learning productivity.

The third type of EER – training – includes interactive tests and exercises, simulators, intellectual games, etc. EER data provide students with the opportunity to choose an individual training plan independently, a system of training tasks and the tasks depending on the level of preparation, to make their own choice of ways to control and correct skills. Thus, the subjects of the educational process develop an individual style of activity, a culture of self-determination is formed, and their personal development is stimulated.

Using the resources of Wordsearch, Kubbu.com, Socrative.com, Quizzlet, Quizziz, and others, the teacher can create training tasks independently, taking into account the language capabilities and preferences of the group.

These tasks, performed by electronic means, are usually called “interactive”, since the information and communication system actively and diversely responds to the actions of a user. Taking into account the methodological concept of interactivity, we consider it necessary to include in such tasks a creative or research aspect, as well as such capabilities of computer systems as hypertext and multimedia, that is, to focus students not only on the discussion of educational material, but above all on the active interaction of the teacher represented by the system and the user represented by the student. These opportunities allow the teacher to train various types of speech activity and involve them in different combinations, which in turn helps to understand linguistic phenomena, form foreign language abilities, and automate linguistic and speech actions. Observations show that students are more motivated to perform interactive language tasks, in which they can, through hyperlinks, derive the rule themselves or find out additional information on a particular linguistic phenomenon, that is, those tasks that are of a research nature. At the same time, we noted that students prefer tasks with feedback, that is, the reaction of the computer to the student’s input answer. Feedback allows students to instantly check which language means and phenomena they have mastered and evaluate their progress.

Thus, the following can be distinguished as pedagogical conditions for the use of EER in the educational process: the interactive nature of computer tasks increases the productivity of learning in comparison with technical means without the feedback; the activity nature of training EER contributes to the motivation of students to a greater extent and determines the possibility of their individual educational trajectory than passively perceived and practiced educational material.

EERs that provide communication are part of the EERs allocated on the basis of their intended purpose. Blog technology can be used in almost any age audience, regardless of the level of language proficiency, since it has great didactic potential due to the properties of this resource, such as: publicity, linearity, hypertext structure, multimedia, the ability to moderate Wiki technologies

provide students with the opportunity to participate in the creation and editing of a document. This element is useful if a group of students is working together on a task (Ilyina, 2013, p.12). Wiki technology in the educational process provides an opportunity to organize extracurricular networking on a language and cultural project.

The use of Pod Cast tasks makes it possible to develop and improve the skills of recognizing speech sounds as part of the formation of communicative competence, to master various types of speech activity and language phenomena, to develop one's own linguistic abilities, etc., intensifying the student's independent work online (Solomatina, 2011).

Means of synchronous video-internet communication provide an opportunity to organize video and audio communication between two or more users in real time in the educational process. At the same time, students develop auditory, dialogic and monological skills. In addition, these tools allow teachers to leave video and audio messages online and offline, which makes it possible to post time-delayed comments on the viewed materials in the chat, record and send video or audio materials, organize group discussions, etc. One can also use chats, in which up to 6 students are simultaneously in real time on or offline, to develop students' ability to read and write in a foreign language.

Thus, in the course of the study, we organized extracurricular work on a remote basis. The main goal is the development and improvement of communicative competence, but not by performing specially selected exercises and tasks by the students, but by involving them in the process of free motivated communication. In the created group, the teacher periodically published certain problem/discussion questions on the topic of the lesson and asked the students to speak out. The advantages of this format of work include a delay in time (students can answer within one day or a weekend), and they have the opportunity to think and formulate an answer. Also, the students can react to other people's opinions. Discussion questions were compiled by the teacher independently on the basis of educational topics or were borrowed from the textbook. The teacher also offered questions to the texts, for example, about the behavior of characters or certain events, as well as such tasks as to find interesting facts about something, explore the etymology of words, express an opinion about a quote, etc. Observations showed a high level of student activity in all evaluation parameters. Observations show that the automation of certain language or speech models is more productive not outside and not before foreign language-speech activity, but in the conditions of this activity, that is, in the process of direct communication.

The properties of modern resources give students more opportunities to develop cognitive and creative abilities, and, accordingly, linguistic ones.

Thus, we can conclude that an increase in the share of open tasks in the educational process, implemented through EER, is a condition for increasing the share of communication in the classroom and, accordingly, the effectiveness and intensity of the development of foreign language speaking skills.

The group of **EERs**, allocated according to the characteristics of the technical means used, includes **multimedia and information and communication resources**. Multimedia are computer tools that, simultaneously with the help of sound, animated computer graphics, video sequence, present information in various forms (textual, auditory, graphic, video information) and provide a person with the possibility of interaction with it. This means that a computer in addition to textual methods enables the user to receive information through all possible channels of perception: audio, video, animation, 3D image, etc. Therefore, multimedia makes it possible to perceive information simultaneously by several sensory organs, presenting any audiovisual information on the computer screen and establishing an interactive dialogue between the user and the computer system.

Multimedia implies the integration of text, sound, image, video, i.e. their presentation in a single spatial and temporal stream. Such integration provides a comprehensive impact on students, the possibility of their virtual immersion in a professional, subject-visual, language environment, etc.

Information and communication resources are understood as “information channels and software tools for creating, collecting, storing, transmitting, processing, using information” (Sysoyev, 2012). This concept is synonymous with the concept of “electronic technologies”, since we are talking about the technical capabilities to carry out wireless communication, develop interfaces, visualize, transform, systematize and update information, etc. Thus, not all information and communication resources can be called multimedia, but all multimedia resources belong to information and communication.

Experts argue that a multisensory environment speeds up response, improves accuracy, improves stimulus perception and coding at the moment of learning (Andreeva, 2017; Pastushenko & Popova, 2014). This statement is based on research in psychology, in particular on the position of multisensory integration in sensory perception (Smith, 2020).

In the course of practical observation, a higher activity of students was noted when working with videos (the total score of one of the lessons was 226) than when working with a dialogue in the textbook (the total score of one of the lessons was 134).

Accordingly, the use of multimedia EERs, which ensure the simultaneous use of different sense organs and channels of information perception, is a condition for more productive perception and assimilation of information.

In the process of observation, students were offered tasks using EER according to their intended purpose under various conditions. The analyzed activity of students made it possible to draw a conclusion about the expediency of certain pedagogical conditions.

In the course of the study, pedagogical conditions were established when using various types of EER, which ensure the effectiveness of the process of teaching foreign languages. On the basis of systematic observations of the activity of students in the classroom and the evaluation of their productive activities, pedagogical conditions were identified that contribute to the activity of students when working with EER, taking into account the intended purpose of these resources.

The use of Demonstration EER provides visualization of educational material and activates the cognitive activity of students.

The application of Informational EER increases the amount of knowledge and provides personal growth, increasing motivation in learning. Training EER ensures the productivity of training, creates conditions for the individualization of training, stimulates the independence of working out the material, which undoubtedly motivates the students. Providing communication EERs lead to increased communication and intensification of speaking skills and speech production.

Multimedia and Information and communication EER create conditions for the complex impact and activation of the educational and cognitive activity of students and increase the effectiveness of learning.

Thus, electronic educational resources make it possible to increase the efficiency of the educational process by activating the cognitive activity of students by including them in an emotional cognitive activity organized on the basis of multi-media technologies. It provides an opportunity to study the material on individual educational tracks, taking into account personal inclinations and the level of intellectual development of students; provides visibility in teaching; increases the level of independence in the development of discipline.

The modern learning process cannot be imagined without stable links between learning processes and information and communication technologies, the most important component of the introduction of which into the educational process are electronic educational resources.

EERs have significant opportunities for intensifying the educational process, which is manifested in automated control, instant access to information, in the individualization of learning, in the ability of students to determine their educational trajectory.

EER, assuring virtual foreign language communication, provide an opportunity to work with the information of various types and motivate students, carry out communication and networking between a teacher and a student, create an atmosphere of cooperation and co-creation in the “student-student” system.

The identified pedagogical conditions for the use of EER in teaching foreign languages, regarding the objectives of a particular stage of learning, taking into account the cognitive characteristics of students, the possibility of choosing and determining the relevant information by students, the interactive and activity nature of computer tasks, increasing the share of open tasks, multimedia resources in the educational process, are aimed at guiding the teacher in choosing the necessary EER and the methodology for its application to increase the productivity and efficiency of language training.

Informatization of the educational space requires the search for new methodological, organizational and technological solutions in the field of teaching foreign languages, the effectiveness of which is associated with e-learning a subject, taking into account the sociocultural peculiarities and the cognitive base of students.

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Appendix 1.

Observation Card

№	Observation parameters	Scores
1.	Emotionally volitional aspect of educational activity	
	Active, controls his actions in accordance with the learning situation.	2
	Active, but does not correlate his actions and words with the learning situation	1
	Inappropriate verbal or motor activity.	0
2.	The content aspect of learning activities	
	Focused on learning activities: active participation in the task, interest in activities	2
	Partially focused on learning activities: selective participation in the task, lack of visible interest in activities	1
	Passive in relation to the educational process: passive or non-participation in the task, lack of interest in activities	0
3.	Motivation for learning activities	
	Adequate: interest, emotionality	2
	Partial: interest in certain types of learning activities or for a limited period of time	1
	Inadequate: Ignores task completion	0
4.	Qualitative characteristics of students' answers	
	Initiative	0-1
	Individuality/originality	0-1
	Independence	0-1

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