THESES

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Section "Teaching foreign languages in a digital educational environment"

Olga V. Desyatova, Associate Professor at MGIMO University
Olga A. Andrianova, Lecturer at MGIMO University

USE OF DIGITAL RESOURCES IN ENGLISH LANGUAGE LEARNING. SCHOOL AND UNIVERSITY EXPERIENCE

Abstract: The authors consider the experience of teaching English language both in a comprehensive school and in a higher education institute based on the example of Moscow schools and MGIMO University. In most comprehensive schools special attention is paid to the formation of the grammatical base of the language being studied, thus fundamental teaching methods are practiced. At the end of mastering the programme based on the fundamental teaching methods students acquire good writing skills, but it is difficult for them to translate their knowledge into fluent speech. To solve this problem a communicative method of teaching a foreign language is used in schools and universities, where a favourable digital educational environment is created for this purpose. The survey shows that in elementary schools digital platforms are practically not used, they are actively used in secondary and high school. Each teacher chooses the most appropriate digital resources depending on the goal of the lesson. In higher education institutes the communicative method of teaching a foreign language is used to form communication skills in the professional sphere. As a result of a survey conducted among school teachers and university students, the authors came to the conclusion that the studied material is more effectively mastered when the programme provides for a combination of fundamental teaching methods with a communicative method based on the use of digital resources.

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Keywords: digital resources, digital platforms, communicative method of teaching, communication skills

Currently, many methods of teaching a foreign language have been developed, each of which has certain features, its advantages and disadvantages. Most schools give preference to the classical or in other words fundamental teaching methods, which provide for the formation of a grammatical base of a foreign language based on the study of grammatical rules, doing written exercises to consolidate the theoretical knowledge gained, etc. As a rule, at the end of mastering the programme based on this methodology, students master good writing skills, they are able to quite competently express their thoughts in written papers, when writing an essay or letter. However, the classical method of teaching a foreign language does not allow students wide opportunities to bring their knowledge into fluent speech and, accordingly, does not provide a high level of formation of communication skills.

To achieve the goal of developing communication skills among students, many schools began to actively use various educational technologies creating a favourable digital educational system. The communicative approach involves imitation of life situations, live conversation in order to achieve success in communication with the interlocutor.

This method requires a certain structure of the lesson itself in the classroom. The teachers have to create game situations during classes, develop tasks on the ability to compare and contrast, find mistakes, remember what was in the picture that was shown for a limited time, etc. Such kind of activity not only trains memory and attentiveness of students, but also the logic of thinking, which develops the ability to think analytically and motivates student to practice oral speech.

The survey conducted by the authors shows the following results.

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In elementary schools teachers of English very rarely give digital assignments. Usually they give scanned additional tasks based on material from other textbooks in the Moscow Electronic School (MES) system. Some teachers use interactive games outside the MES school platform.

In secondary and high schools digital platforms are used more actively.

1.The following digital resources are used: Wordwall, Quizlet, Kahoot, Mentimeter, Miro, Google Classrom, etc.

Each teacher choses the most optimal platform, acceptable for their style of teaching, for the purpose of the lesson.

There are also domestic digital resources, but they are not yet popular.

2. Additional tasks in the MES System.

Digital Homework System (DHS). However, not everyone uses the DHS, because there is a high probability that the children will be helped in completing the task, or the excellent student will complete it 100% and share the correct solution with all the other students.

3. The choice of task types depends on the goals:

- one platform is selected for testing students,

- other platforms are chosen for the selection of grammatical and lexical tasks (online pad test, learning apps),

- project work (Miro or any other online board),

- group work. Suitable for online learning when teachers can open session rooms, give a task dividing the students into groups (Zoom platform or Teams),

- interactive quizzes (quizziz, quizlet, wordwall). According to the teachers surveyed, the Kahoot platform was very helpful, but it is currently unavailable for Russian users.

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4. Students enjoy digital resources showing their positive reaction and deep involvement in the classwork.

In universities the communicative method of teaching a foreign language is driven by the need to study the areas of professional communication in which professional activities will be carried out after graduation. In this regard MGIMO University combines education on digital platforms with paper textbooks.

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