

USING INFORMATION TECHNOLOGY IN TEACHING FOREIGN LANGUAGE GRAMMAR

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This article shows the using information technology in teaching foreign language grammar. The information technology allows significantly improving the efficiency of the teaching foreign language grammar and the organization level of the learning process.

Key words: *grammar, information technology, a foreign language, LMS Moodle, educational environment.*

ИСПОЛЬЗОВАНИЕ ИНФОРМАЦИОННЫХ ТЕХНОЛОГИЙ В ПРЕПОДАВАНИИ ГРАММАТИКИ ИНОСТРАННОГО ЯЗЫКА

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В статье показано использование информационных технологий в преподавании грамматики иностранного языка. Информационные технологии позволяют значительно повысить эффективность преподавания грамматики иностранного языка и уровень организации учебного процесса.

Ключевые слова: *грамматика, информационные технологии, иностранный язык, LMS Moodle, образовательная среда.*

Grammar is the starting point and goal of learning any foreign language. Teaching foreign language is always done through grammar.

Grammar is one of the most important means of language mastering, an integral component in all types of speech activity. Learning grammar is considered as a mandatory foundation, without which it is impossible to understand the text, the possession of spoken language. It should be given its proper place in the processing of speech, reading and writing. Grammar organizes vocabulary; it runs through the whole language. It is a base on which all words, speech statements, texts are kept.

Teaching grammar helps better understand the grammatical structure of the native language, developing logical thinking, powers of observation, ability to analyze and communicate. So, implemented educational, educational learning objectives are realized in the process of teaching.

In the process of working with grammatical material, students gradually accumulate language knowledge and begin to form grammatical skills. The main task of training is to ensure that students have mastered a certain number of skills to automatism.

The purpose of fixing grammatical knowledge is to develop appropriate skills, which pass into skills by subsequent automation. However, the study of grammar is a long and difficult process, which students most do not like to engage in foreign language lessons. Therefore, the introduction and optimal using the possibilities of information technology in the study of grammatical material comes first. Despite the fact that modern technological capabilities provide a very important means for learning, there are no so much special programs that meet the standards of education quality.

One such technology is MOODLE (Modular Object-Oriented Dynamic Learning Environment). This information technology allows to organize training in the process of joint solution of educational tasks and to exchange knowledge. The main purpose of this system is to create an information and educational environment, immersion in which will significantly improve the efficiency of knowledge and the level of organization of the learning process.

Accordingly, the work on grammatical material is transferred to distance learning and becomes interesting for students.

E-learning environment on LMS Moodle allows placing a variety of resources and elements. Before students work with the grammatical material, the teacher can place a number of resources in an interactive environment for easier access to them.

The creator of the electronic training course in LMS Moodle is available with a wide range of resources including Book, Folder, File, Label, Page, etc. and activity modules including Chat, Database, Forum, Glossary, Lesson, Quiz, WIKI, etc. with the help of which it is possible to diversify the supply of materials and ways of controlling and self-monitoring knowledge, and also to provide communication between the teacher and the users of the course. From the proposed resources, the teacher can choose tools to create various grammatical exercises according to the training level of the class, group, and technical capabilities.

However, in this paper, we would like to talk about such a tool of LMS MOODLE for working with grammatical material as Embedded answers (Cloze) questions. Questions of this type are very flexible and consist of a passage of text that has various answers embedded within it, including:

- short answers, case is unimportant,
- short answers, case must match,
- numerical answers,
- multiple choice, represented as a dropdown menu in-line in the text,
- multiple choice, represented as a vertical column of radio buttons,
- multiple choice, represented as a horizontal row of radio-buttons,
- multiple choice, represented as a vertical row of checkboxes
- multiple choice, represented as a horizontal row of checkboxes

The flexibility of the Cloze question type is hard to equal and despite the minor coding that you need to create the questions, it has great worth in the Moodle Quiz. But, in our opinion, among the large selection of tools for a foreign language when working with grammatical material, 2 types are best suited:

- short answers,
- multiple choice, represented as a dropdown menu in-line in the text.

To test the knowledge of grammar, we chose the type *multiple choice*, represented as a dropdown menu in-line in the text (see Fig. 1.):

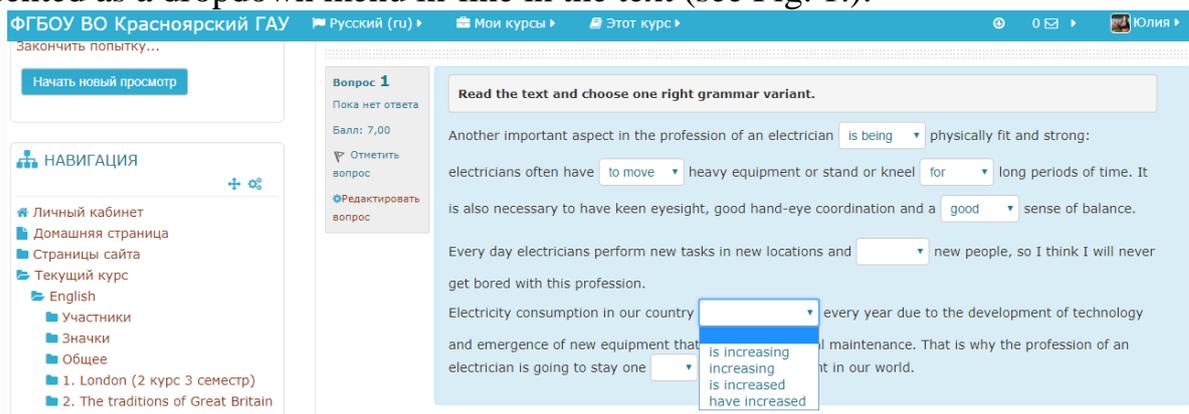


Figure 1 – An example of the Cloze question for working with grammatical material

Students are offered a piece of text with which they are already familiar. But now a student has to choose one correct grammatical answer. This type of exercise is best used for the final stage of working with grammar because it is possible to check different types of grammatical material. We chose tenses, modal verbs, prepositions, degrees of comparison of adjectives. Teaching foreign language grammar is a very complex process. So we took only one part from the text and only one kind of exercises.

The problem of the effectiveness in teaching foreign language grammar today is increasingly solved by the use of information and communication technologies in the educational process. Work with grammatical material in the framework of distance or integrated forms of education is carried out in the appropriate modules of online courses, which today can create any teacher with the help of modern learning management systems, such as, for example, LMS Moodle. Such organization of grammatical material, implying interactivity, allows saving time of participants of a course, increases motivation of work with grammar and should provide the best memorization of grammatical material.

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