Innovative Methods of Working with the Text in the Process of Teaching a Foreign Language in a Non-Linguistic University

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Abstract. In the educational process of learning a foreign language text is the basis of teaching speech activity, it serves as a source of factual and linguistic information. The text is a source of language and speech material, a means of forming speech skills, a standard example of a certain type of written speech message used as a basis for building own statements, a source of information. In the context of informatization of society in general and higher education in particular, e-learning and information and communication technologies contribute to the optimization of the educational process. In recent years, e-learning has become an integral part of the educational process in universities and is used in all forms of education; the use of e-learning can improve the quality of education. Currently, e-learning system is widely used in the university based on virtual learning environment Moodle. The article presents the results of the practical use of LMS Moodle system in the process of teaching a foreign language of students of non-linguistic universities. The authors show various tasks working with the text using LMS Moodle.

1. Introduction

An urgent task of higher education system is the formation of a holistic students' worldview. Moreover, the formation of the student's personality is one of the most important issues. In the conditions of modern globalized world, with no borders and serious obstacles for communication, learning of the foreign language becomes an urgent and a relevant issue.

In the requirements of the Federal state educational standard, based on the system-activity approach, a lot of attention is given to the formation of the culture of working with information and the culture of reading. The main idea of the system-activity approach is that students do not get knowledge in the finished form, and master it in the learning process. According to this approach, the result of education is not knowledge, skills and abilities, but formed competencies. This idea is also relevant for the practical-oriented learning.

Although, one can observe the tendency to decrease the number of contact hours for learning the foreign language, especially in the non-linguistic university, teachers do their best to develop students' knowledge and skills through the foreign language learning. Students are supposed to spend more time on their independent work, that's why the introduction of modern information technologies into the educational process becomes indispensable.

In non-linguistic universities the process of learning a foreign language consists primarily in a work with texts of professional nature. The foreign text on specialty is considered to be the means of

forming the skills of communicative competence. The authors of the article support the idea of Solyanova O.N. and Shvets I.M. that work with the text should be comprehensive, otherwise it will lead to only understanding of the text for the possibility of its translation, and often – just mechanical memorization of information, called retelling [1]. The result of a comprehensive work with the text on specialty is the expansion of the vocabulary of the future specialist. Recently, there is an attraction of active methods of teaching a foreign language, which contributes not only to the development of memory, but also the formation of cognitive interest in the studied language, the activation of all educational and cognitive activity of students, as well as stimulates the intellectual, emotional, communicative activity of students.

The relevance of the necessity to work with the professional-oriented text is proved by the fact that many faculty members and teachers of the universities in their contemporary research devote time to find out reasons and solutions of effective work with the text at the university [2]. For example, Gukina L.V., Perlova I.V. give advice on the organization of independent students' work on different texts [3], [4]. The following scientists as Pereverzeva O. V., Kargina E.M., Tsvetkova L.L., Kuritsina L.A., Chervova E.V., Slobodina T.I., Kuimova M. V., Mylnikova T. S., Yuzhakova, M. A., Yarushin I. A., Bganzeva I.V. analyze the narrower scope of work with the text, namely work with a foreign language text in the system of professional training and discuss the professional-oriented texts in different specialties [5], [6], [7], [8], [9], [10], [11], [12], [13]. The professional-oriented text is considered to be the means of analytical skills formation, development of logical, analytical and critical thinking, as well as the formation of foreign language professional and communicative culture by Kosko M.V., Kravchenko O.A., Borisenko E.G., Radinskaya O. P., I. V. Sagalaeva, Myatleva M.I., Devina L.I. [14], [15], [16], [17].

Much attention is also given by Druzhininskaya O.V., Zapisnykh O.V., Kukarina N.I., Bredneva N.A., Bosikova K.N., Andronova, R. E., Borovskaya E. R., Gavrilov V. V., Mukhortov I. V., Kostochka N.M., Kirina L.V. to the practical application of innovative methods including information technologies which not only facilitate the learning process but increase students' motivation and cognitive interest in the discipline [18], [19], [20, 21], [22], [23], [24].

2. Object and method

Working with original non-adapted foreign texts is an area of activity not only for translators and people whose professional activity is related to foreign texts, but also for students of various educational institutions, as one of the types of work for the development of writing and speaking skills within the framework of a communicative approach in education.

Reading is an independent type of speech activity that provides a written form of communication. It occupies one of the main places on the use, availability and importance; because it is on the basis of reading skills that the development of speaking and writing skills takes place. Studying reading is aimed at penetration into the meaning of the text by means of its analysis.

The object of our research is the process of the work with the professional-oriented text with the help of modern information technologies, namely, LMS Moodle.

The following tasks were solved by the authors in the research process: to consider different types of reading, to analyze different types of exercises for reading, to present the practical experience of using LMS Moodle in this type of work, to confirm the positive impact of innovative methods of working with the text in the process of teaching a foreign language in a non-linguistic university. The following methods were used: inclusive observation, analysis, synthesis, generalization, statistical method.

3. Results and discussion

E-learning environment LMS Moodle allows the teacher to build a diverse and interactive work with the text. It can be whole texts or parts from them, explanations, comments and vocabulariesthat facilitate the comprehension of the text and reveal the realities of foreign life to students. The textscan

include materials directly related to the student's specialty. In the process of learning a foreign language, students must master the texts of the specialty.

In LMS Moodle there are many tools to create various pre-text, text and post-text exercises. From the proposed exercises, the teacher can choose exercises, according to the training level of students (groups), type of text and technical capabilities.

Depending on the target setting, depending on what kind of task we wanted to solve in our course, we used different types of reading: *view reading, introductory reading, learning reading,* or *search reading*.

Since*view reading* involves getting a general idea of the text, we used this type of reading when students first got acquainted with the text. Resources and tools of LMS Moodle allow improving such work with the text. The creators of the course decided to add audio text to the main text. Modern computer technology allows converting any original text into an audio file. Therefore, sound with visual support helps students in the initial introduction to the content of the new text (see Fig. 1).
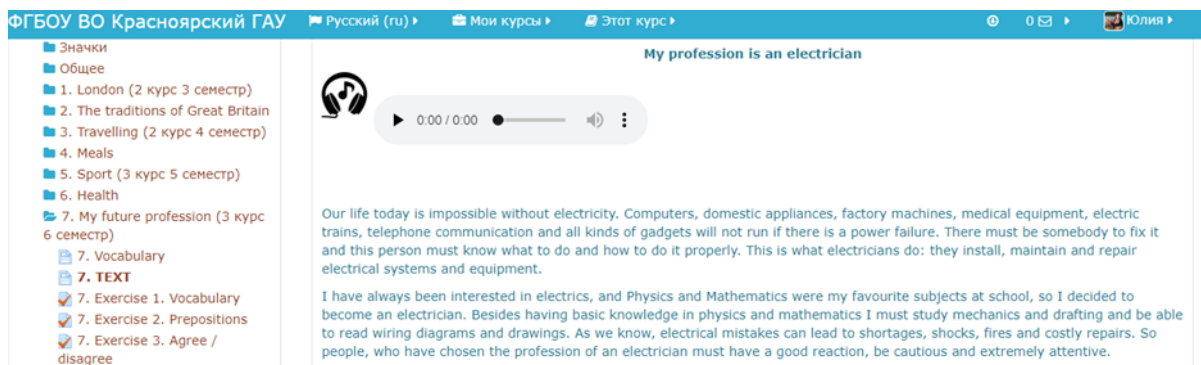

Figure 1. An example of the text with sound.

Since the main communicative task during *the introductory reading* is to extract the basic information contained in the text as a result of a quick reading, we offer *vocabularyexercises* where students can get acquainted with new words and phrases. To do this, we used such tool in LMS Moodle as Quiz with a «*Multiple choice*» question. The student must choose 1 correct translation of the word or phrase.

Learning reading provides the most complete and accurate understanding of all the information contained in the text and its interpretation. It involves a purposeful analysis in the content of the text, based on linguistic and logical connections. To do this, we use the following exercises with text. Question 1 – with the tool «*Drag and drop into text»*; question 2 – with the tool «*True / False»*; question 3 – with the tool«*Short answer»*. The first exercise is done with such tool of Quiz as «*Drag and drop into text»*. So the students have 4 different prepositions, but there are only 2 drop zones. They have to choose 2 right prepositions and drag and drop them into drop zones on a background image. The second exercise is done with such tool of Quiz as «*True / False»*. So the students have the sentence from the text. And they try to understand according to the text if the sentence is true or false. The third exercise is done with such tool of Quiz as «*Short answer»*. So the students have the first part of the sentence from the text and they have to find the second part of it.

Search reading is aimed at finding specific information in the text. In our course we have chosen two types of exercisesfor *search reading*.

Exercise 1.Since *search reading* acts as a post-text exercise throughout the whole text, the first exercise we did with the help of such tool of Quiz 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, numerical answers and multiple choice. This type of question implies a complex approach to the whole text. The student needs to read the text and write the missing words from the text into the drop zones. Since this is a post-text exercise, we decided to

complicate the task by adding not one, but several drop zones throughout the text. In addition, in some fields it is necessary to insert not only the missing word, but the missing phrase. This exercise is done with such tool of «*Cloze questions*» as « *Short answer*». So the students have the first part of the sentence from the text and they have to end it by one or several missing words (see Fig. 2).
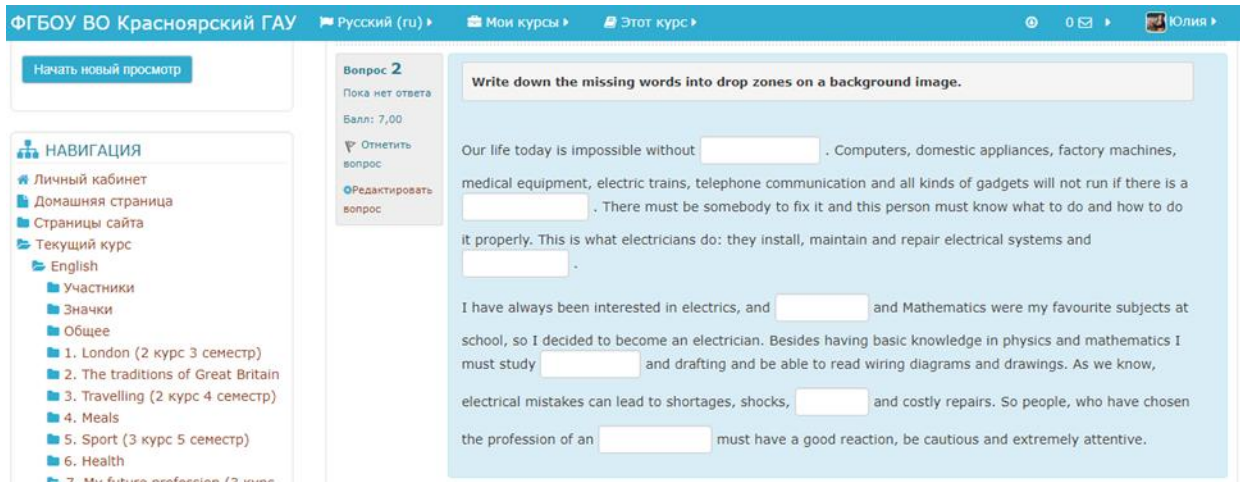

Figure 2. An example of the exercisefor search reading with «Cloze questions».

Exercise 2. Based on the fact that search *reading* is associated with the reproduction of the text based on its keywords, main sentences, its abbreviated or simplified version, we did the second exercise on the basis of main sentences with the help of suchtool as «*Drag and drop into text*». Students should arrange the following sentences of the text in the correct order (see Fig. 3).
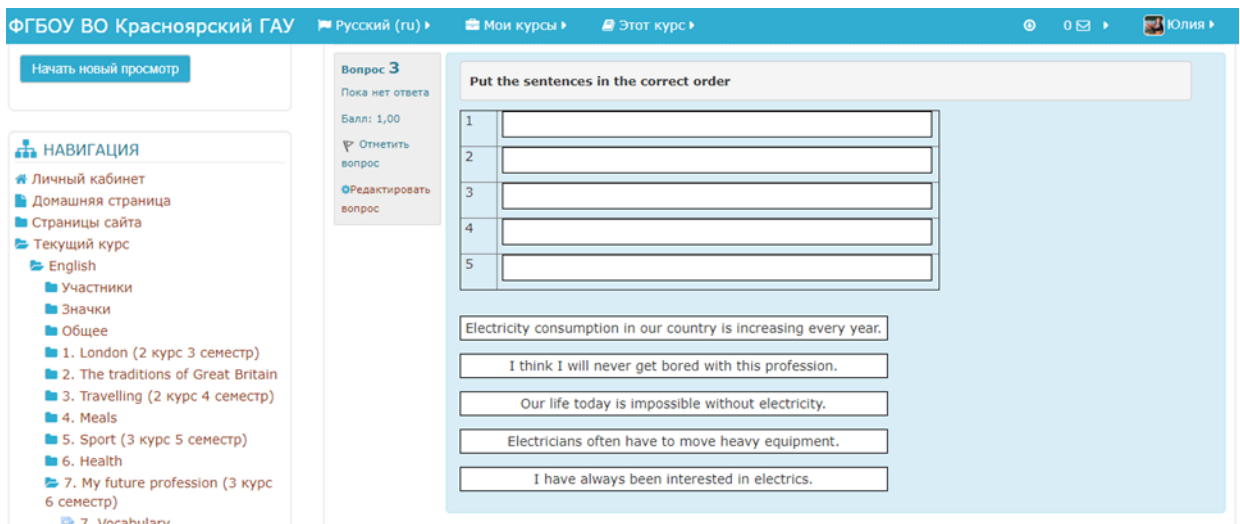

Figure 3. An example of the exercise for search readingwith «Drag and drop into text».

4. Conclusion

To summarize all the above-mentioned, we can say that the task of the foreign language teacher is to teach students to read literature in specialty freely, to help them master the ability to recognize and translate grammatical units, to analyze the material read, the ability to use vocabulary and then, most importantly, to teach students to speak a foreign language. Nowadays, a foreign language teacher is provided with a large set of methods and tools of working on a foreign language text, the choice of which should be guided by the purpose of the lesson, the type of text chosen for reading, as well as the

stage of working with it. The use of information technologies in the foreign language teaching significantly increases the intensity of the educational process. Interactive training with the help of training computer programs contributes to the implementation of a whole complex of methodological, pedagogical, didactic, psychological principles, makes the learning process more interesting. This method of learning makes it possible to take into account the pace of each student. At the same time, the value-semantic sphere of the student is transformed, his cognitive activity increases, which undoubtedly contributes to the effective increase of the level of knowledge and skills.

Thus, the introduction of ICT contributes to the achievement of the main goal of education modernization that is improving the quality of education, increasing the availability of education, ensuring the harmonious development of the individual, oriented in the information space, attached to the information and communication capabilities of modern technologies and having an information culture.

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