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Remote Technologies in the Field of Foreign Language Teaching as a Part of the Digital Education Ecosystem

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ABSTRACT

The most important direction of the reform process in the field of education in all its constituent components in recent years has been the intensive use of a variety of distance learning platforms (technologies), including in the field of teaching foreign languages. The introduction of modern methods and technologies in higher education is connected to the fact that traditional education does not fully meet the requirements of the time both in the forms of its organization and its methods. As a result, students do not always have the opportunity to acquire the necessary knowledge and skills for complete assimilation in modern society. The purpose of this article is to identify significant, in the opinion of the authors, remote technologies in the digital education ecosystem in higher educational institutions, to describe the advantages and disadvantages of the most popular of them from the point of view of teachers and students. A survey of the control group (100 people) made it possible to identify several of the most successful remote educational platforms (technologies): Moodle, Flipped Classroom, CLIL, SRS; determine the degree of their usefulness from the point of view of the respondents. Their active and motivated use in the educational process will undoubtedly contribute to its qualitative filling, radical improvement of teaching methods, activating the formation of professional foreign-language communicative competencies in order to increase the level of knowledge of the studied foreign language, its successful application in the corresponding professional field.

Keywords: *remote education, ecosystem, digital education, teaching methods*

1. INTRODUCTION

Modern society lives and develops in conditions of strong dependence on the digital world, which penetrates absolutely into all spheres of human existence. The rejection of this fact often leads to a complete or partial loss of communication with the outside world and does not allow one to "keep up to date". The education sector is no exception and most editions of educational literature first offer the consumer an electronic version of the publication, and only the second is printed. In these conditions, teachers of a foreign language are also obliged to comply with the realities of the modern world, in which full-fledged education cannot be universal without a sufficient level of knowledge of a foreign (primarily English) language. It is well known that about 80 percent of the world's electronic information is stored in English, more than one billion web pages on the Internet use it (Plaksin 2020: 49).

The digital education ecosystem is currently under development and cannot yet be considered a finalized, looped system, while the digitalization process of education is gaining momentum and spreading rapidly among Russian educational institutions, including self-developing educational ecosystems, virtual academic mobility, choice individual learning paths, a single digital platform for collaborative research, global educational platforms, etc.

The listed components of the unified educational ecosystem are "supervised" by another "ring", in which all interested participants in the digital education ecosystem are represented, namely the educational organizations represented by the university's services, employers and their services, students who can interact with other participants of this ecosystem when the help of their mobile services.

B.V. Oleinikov and S. A. Podlesny believe that in any ecosystem, living organisms interact with any other object in their joint environment. In accordance with this provision, the learning ecosystem in the general system of higher education refers to an integrated environment where all objects (biocenosis) interact with each other, as well as with many innovative products, technologies, teaching methods and other elements of the learning ecosystem that determine the learning environment (biotope). Moreover, information exchange is taken instead of exchanging energy between the components of the natural ecosystem in the learning ecosystem (Oleinikov, 2013).

The purpose of this study is to determine the importance of remote technologies in the digital education ecosystem in higher education institutions, to describe the most popular ones used in the field of teaching foreign languages.

2. METHODOLOGY OF THE STUDY

Digital education is a space for the development of an individual educational path, where, on the one hand, there are no barriers to choosing a direction of development and there is no risk of not moving to the next educational level, and on the other hand, there is a tangible additional control of the quality of education from different angles at the same time. At the same time, courses of inadequate quality will become uncompetitive, and as a result, students will be lost.

Each institution of higher education follows the rules for organizing an integrated educational process, where, along with classical classroom forms of education, elements of mediated interaction of students and faculty successfully coexist. An integral part of the digital education ecosystem of higher education is the electronic information and learning environment (EIOS) of the university (cloud, smart and computer), which is a multifunctional system consisting of a combination of information resources, information systems and information and communication technologies.

Another component of the ecosystem under discussion is the modular dynamic learning environment, which is administered using the Learning Management System or LMS, which in turn successfully uses the open web application of the modular object-oriented dynamic learning environment (Moodle). This environment allows the teacher to create various types of courses (lecture, seminar, practical), filling them with content according to the work program of the discipline, attaching auxiliary text, audio, video files, test tasks, tasks with open answers, allows managing the resources of the information and educational environment, etc. On the one hand, it allows the student to obtain the necessary information, and on the other, to assess the degree of mastery of the course by the listener. Including this auxiliary tool in the practice of classroom teaching, students get some opportunity to choose the time for mastering one or another educational material, and teachers get more class time for the presentation of material that directly needs an intramural presentation. “New students are increasingly comfortable in the use of online tools and techniques including searching for online information and evaluating it, selecting and downloading applications, using social networking sites, etc.” (Katermina, 2019).

"Flipped Classroom" is a type of blended learning, which means an integral part of the digital education ecosystem that will allow participants in the educational process to get most of the learning material remotely, to master it, and to consolidate their knowledge in full-time classes. This model of digital education allows using not only text attachments, but also video files, which are called Vodcast (video-on-demand) in the educational process. The success of this educational technology, which allows students to know in advance the topic of the next practical lesson, has the opportunity to watch the necessary video lecture, explanation, other supporting material, that is, visualize the information received, perform preparatory tasks. Its success lies in saving time of full-time classes devoted to explaining new material, which gives more opportunities for developing practical skills and acquiring the necessary competencies for the successful completion of the course under study.

Using the "Flipped Classroom" technology, attention is shifted from the teacher to the student, that is, the learning path is dictated by the needs of the latter, as well as the labor market. The student quickly begins to realize that he works independently with the support of the teacher, where the keyword is "support" rather than "control", that homework is a means of developing independence. The learning process expands its capabilities and is not limited to the audience. The Internet environment is becoming not a distraction, but a helping and contributing tool for better mastering the material. "... the focus of discovery and the goal of invention shifted from a computer-based system to a learning environment, not in the sense of a 'virtual learning environment' but in the sense of a physical classroom (or any equivalent space in informal education), being treated as part of the digital space" (Dillenbourg, 2016).

The attention of university teachers is also attracted by such a mixed approach to teaching a foreign language as "Content and Language Integrated Learning" (CLIL). Learning a foreign language at the stage of higher education becomes especially important so that the student can apply previously acquired knowledge in mastering something new or improving it. This approach makes it possible for the student to feel how much the previously received information is necessary for him, as well as to realize the interdisciplinary connection and the needs of society. By introducing this technology into the traditional educational process, the student gets the opportunity to practice their foreign language communication skills on topics of interest to him, and not just those given by the teacher. The process of teaching a foreign language, like other disciplines, is faster if you present the material through the prism of the problem of interest to the student. A foreign language acts as a tool for studying other fields of science. The student has a need for communicative and linguistic competence, which is formed on a certain thematic content (it should be remembered that the CLIL method is suitable for teaching any discipline except the native language); on communication between participants in the communication process, which are united by a common thematic interest; and also, taking into account the fact that we are talking about interaction in a foreign language, the need to know the characteristics of a particular culture.

CLIL prepares students for the opportunity to continue their studies in the chosen direction in academic mobility programs, participate in international scientific conferences, and freely interact with foreign colleagues. CLIL allows remotely performing most of the preparatory work to present the results in an audience where the teacher will be able to comment and evaluate the amount of work done. The student, when completing assignments within the framework of CLIL, has the opportunity to critically look at the work performed by him. In general, it is worth noting that it is with the integration of traditional

and distance learning that reflection receives the greatest response in the minds of students.

Today's realities dictate to the teaching staff the need to possess modern teaching methods, including control methods, carried out by means of mobile technologies, which should not be excluded from the necessary list of distance learning that are part of the digital education ecosystem. Teachers and methodologists believe that in the modern world, in the digital age, traditional learning does not fully meet the requirements of the time, which means that students will not be able to acquire the necessary knowledge and skills for full assimilation with modern society (Digtyar, 2019; Kudryashova, 2015; Makarova, 2019; Mirzieva, 2019; Zhestkova, 2017). For example, a mobile voting system (Student Response System), which was developed at the Norwegian University of HiST (Trondheim), allows teachers to get an instant assessment of student tests, monitor group dynamics, manage audience feedback, and receive student feedback on the learning process (Titova, 2015, 2013). This technology is especially useful when a lecture course is taught for a large flow of students, and the teacher is not able to get a complete picture of the digestibility of the material received. This technology requires special preparation of the lecturer for the lesson, a more critical choice of the information presented; preparing questions and entering them into a mobile application. However, the use of this technology in the educational process is obvious: reflective listening is activated, interest in the information received is increased, as well as critical listening, which during the lecture helps to pass the survey/test effectively. After receiving the results instantly, the teacher gets a clear picture of the "problematic" zones, which provides for immediate clarifying of these questions and answering all students' questions of interest.

3. RESEARCH RESULTS

Our survey of a control group of teachers and students (100 people) allowed us to identify several of the most popular and quite successful distance learning educational platforms (technologies): Moodle, Flipped Classroom, CLIL, SRS; identify the degree of their usefulness from the point of view of the respondents.

Table 1 shows the results of a survey of students and teachers, reflecting the degree of usefulness of the used distance educational platforms (technologies) from the point of view of respondents using a 100-point assessment system.

Table 1.

	Moodle	**FLIPPPED CLASSROOM**	**CLIL**	SRS
Teachers	93	68	64	47
Students	87	77	85	34

The analysis of the answers to the questionnaire reflected the obviously high rating of the Moodle distance learning system in both groups of respondents due to the following noted advantages:

- the possibility of its free use;
- distribution in open source code, which allows adapting to the specifics of the tasks that should be solved with its help;
- Integration into the remote learning system of Moodle means of developing distance learning courses for educational content;
- ease of installation, as well as updates when upgrading to new versions.

4. DISCUSSION OF RESULTS

The Flipped Classroom model is attractive enough for respondents because it is a transition from the leadership of the teacher to the leadership of the student, which is figuratively described in the literature as a change in the role of the teacher from "sage on the stage" to "guide on the side". The main drawback of this model, from the point of view of the interviewed teachers, is the weakening of their role in the educational process. At the same time, many rightly note the fact that due to pre-vodcasting, a teacher can spend more time on more complex professional tasks - consolidating and deepening the knowledge acquired by students on their own.

According to the respondents, the "Flipped Classroom" technology also allows for the successful implementation of the written and oral-speech and language skills development. Particularly successful is the organization of independent work on the implementation of project activities of students

5. CONCLUSION

As part of our study, we came to the conclusion that distance technologies are the most important direction of the process of reforming the sphere of education. In particular, in the field of teaching a foreign language, they allow performing various tasks for the development of oral-speech and language skills using educational video resources, authentic video resources, podcasts and screencasts, various reference applications, etc.

Today, teachers follow the rules of digital didactics, in which it is not enough to know exclusively, for example, a foreign language or computer technology, it is also necessary to have knowledge of various tools and applications, to be able to apply them directly to achieve professional goals. This training is carried out as part of regular advanced training courses on the program "Information and Computer Technologies and Mobile Competence", during which the skills are developing to design open educational resources, as well as create course

programs on digital devices, without which successful education in today's realities are unthinkable.

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