International Academy of Science, Engineering and Technology
Connecting Researchers; Nurturing Innovations
IASET

DISTANCE LEARNING FOR LINGUISTIC SPECIALITIES

DZHUSUBALIEVA D. M[1] & ZHANGISINA G.D.[2]

[1]Research Scholar, Professor, KazUIR & WL Named After Abylaikhan Almaty, Kazakhstan

[2]Research Scholar, Professor, Central-Asian University, Almaty, Kaschzahstan

ABSTRACT

One of the requirements of the international community to the training of specialists is a quality education. The Republic of Kazakhstan is actively implementing new information technologies in the educational process to promote quality of learning materials. One of the most promising educational technologies are the technologies of distance learning. Distance learning gives students the opportunity to study at a distance from the training center and thereby expands the boundaries of education, going even beyond a single state. The article shows the main trends and ways of implementing distance learning in higher educational institutions of the Republic of Kazakhstan, their advantages and problems, the conditions which are necessary to implement the Distance learning technology.

KEYWORDS: Distance Learning, Module, Distance Learning Technology, Tutor, Internet, Digital Content, Digital Educational Resources

INTRODUCTION

Education in all countries of the world has always been considered the highest stage of manifestation of individual human capabilities. The higher the level of education of person, a member of a society, the higher the level of welfare of the society. With the development of computer and Internet technologies, e-learning has been actively implemented in the educational process of higher vocational education. With their help, you can easily establish a dialogue with the student teacher in an interactive mode, and thereby to organize the educational process at a distance using remote technologies. The term "e-learning" has appeared in Kazakhstan recently. It integrates a number of innovations in the application of modern information and communication technologies in education, such as computer technology training, interactive multimedia, training in web-based, on-line training and the like, which leads to the conclusion that the edge between learning at a distance, and directly inside the university gradually erased [1,4]. Integration of remote and traditional organization of educational process on the basis of ICT and reflects the term "e-learning". Today, around the world formed an entirely new philosophy of e-learning, which is based on the principle of UNESCO "Education throughout life." The transition to the loan program allowed the universities to reduce classroom training and to increase the proportion of independent work of students and 70%. In these circumstances, it is important to organize the execution of independent work and timely control. To accomplish this, the most appropriate is the use of distance learning technologies (DOT). The main objectives are to ensure the implementation of DOT students the most comfortable working environment for the courses at any point in having access to the Internet (which increases the motivation of the latter), giving the necessary transparency of the process of interactive dialogue "learner-learning", the implementation of mechanisms of self-development system [3]. Training in linguistic function has a number of distinctive features of training in other specialties. The peculiarity lies in the fact that for training in the linguistic disciplines in language high schools is

very important to take into account its specificity: the process of speaking, correct pronunciation, the process of constructing the sentence structure, etc., ie, all that constitutes the basis of cross-cultural communication.

In the writings of Professor S.S. Kunanbaeva stresses that foreign language education as one of the components of the overall system of the national education, can not be considered outside the context of the environment in which it operates and evolves and the basis of creativity and professional independence of students, stimulating their self-development and self-esteem, make up the principles of cognitive - communicative control [2]. Therefore, when considering the organization, control and management of independent work of students of language high schools in remote learning, teachers need to lay in the task of not only SROs theoretical part of the subject studied, but audio and video fragments, organizing on-line communication, chat rooms, forums, test questions, essays, etc. Particular attention is paid to using DOT design concept of the course, which is necessary to determine the mechanisms of implementation of the various activities of the trainees, provides the required standards of knowledge, skill development and, ultimately, competences [3].

Carrying out independent work on the linguistic disciplines in the mode of distance learning and its management requires the ability to lay teacher in the task of not only SROs theoretical part of the subject studied, but audio and video fragments, organizing on-line communication, chat rooms, forums, test questions, webinars, essays, project assignments, etc. Students should regularly be in touch with the teacher, both in the training mode, and in the execution mode of independent work, counseling, checking the correct execution of their tasks. This process can not be carried out without the use of distance learning. Today, the education market has quite a large number of software products, such as Moodle, Edmodo, Blackboard, SkillSoft, eFront, CANVAS, etc., Used in schools and campaigns to manage, control and dissemination of online courses and training programs[8]. To work with students in remote training in the performance of independent work, we stopped on the system Moodle. Moodle (Modular Object-Oriented Dynamic Learning Environment) - content management system and content of the educational portal is focused on the organization of electronic interaction between teacher and students and in our opinion is very suitable for the organization and control of their independent work[5]. To implement distance learning KazUIR & WL named after Abylaikhan since 2010 open distance learning portal «MOODLE». Moodle system allows the learning process to carry out the interchange of knowledge, provides opportunities for communication, supports the exchange of files of any format - both between teachers and students, and between students, has a rich set of tools for submission distance course and organization of work with this material. This text, audio and vision materials, assignments for students, pinging, etc, which is very important in teaching linguistic disciplines. By varying the combination of the various elements of the course, the teacher can organize the study material so that the forms of learning correspond to the goals and objectives of a particular class, and the student could learn it qualitatively. These include: survey, forum, test, wiki, workshop, chat, glossary, questionnaire, workbook, video conferencing, lesson, workshop assignments that emphasize learners in separate parts of the material presented, informs the student about the difficulties in the development and control success secure it. As a rule, is accompanied by educational material assignments, tests, exercises and surveys that make it possible to diversify the interactive presentation of the material acts in the form of questions asked, to the understanding of video scenes, all this helps to consolidate the material presented. Detailed planned assignments, tests and simulators enable students to carry out a self-test regularly their knowledge. For the organization of independent work of students of language high schools in the teaching of foreign languages can be used a number of interactive elements of Moodle:

- Resource Module -Designed to add slides, audio or video files, e-books, as well as with the help of this module, you can refer to an external website.

- Test-element by which the teacher can create a database of questions for repeated use in the control tests. Tests are automatically evaluated, they can add pictures, audio and video files. On passing the test can be given a few tries and a limited time frame, and answers to questions can have one correct answer and several. Teacher itself sets a time limit to work with the test and evaluates the results. The assessment may be carried out by the teacher, by showing the correct answers to test questions, the correct answers, or gives the program itself.

- The Scorm module allows you to add animation, various types of jobs created in other systems.

- Element Glossary - is one of the essential tools for learning organization of independent work of students of language specialties. Glossary has a number of features that facilitate teacher and student learning process: adding comments to the definitions and automatically links up to date word with its definition in the glossary.

- The element Assignments teacher can determine the deadline, the maximum assessment and response format (in the form of one or more files, text), in addition to each job, you can use the forum, which is open to all students (put assess and comment).

- Forums and chat rooms are the ideal tools of communication teachers and students[5]. Moodle system is ideal for monitoring and assessment of student work. All evaluations can be assembled on a single page or as a separate file or as a complete report. The student can see his work on the evaluation of the different modules and elements. It helps him know how well it works.

It should also be noted that the students have the opportunity to form their own rhythm of work, focus on the more difficult tasks. A large number of diverse tasks and exercises proposed for independent work, and different scales of assessment provides students with the opportunity to monitor their progress and, if necessary, to improve their scores. Moodle system is useful not only for students but also for teachers. Convenient automatic form validation and control of assignments and tests greatly facilitates the work of the teacher. Organization of the students in groups is identical to the organization in the classroom: a group of students formed, depending on their specialty. And the teacher has the opportunity to see a detailed report on the activities of the student, his activity in this course, the number of points for a particular task and the entire course as a whole. Thus, for the organization of independent work of students, the use of Moodle system provides a number of advantages over traditional methods and forms of organization SRO, namely the possibility of implementing the principle of individualization of learning; availability of fast feedback; great features of visual presentation of the material; the nature of variability of independent work; activity, independence. This system allows you to organize an active, entertaining, informative and independent activities of students, improve it, expand the amount of information reported in the class, to increase interest in learning.

Our experience on the use of MOODLE in the organization of remote self-study students to linguistic professions, has shown the effectiveness of the educational process. Students easily master the distance courses, to be creative and show positive results. This provides on the one hand the depth of the material being studied, the transparency of the whole process of training, and on the other, allows the administration to monitor and control the progress of the SRO both by teachers and by students. Teach future specialists to independently solve professional problems is of great social and

economic importance for modern society. This approach is fully in tune with one of the most important directions of development of Kazakh society - learning throughout life, using innovation in education and science.

Today in the Kazakh University of International Relations and World Languages. Abylaikhan stages in the transformation of electronic university. [6] We offer a new conceptual approach to the creation of a single management database KazUIR & WL named after Abylaikhan for processes aimed at efficient use of the intellectual, scientific and professional capacity of the university. Underlying this approach is the structural and functional analysis, enabling the construction of a universal model of information flow, resulting in the implementation of various university activities (teaching, research, marketing and so forth.). Traditional learning technologies can no longer meet the demand of today's youth in obtaining quality higher education. Therefore, our university is looking for new ways to solve this problem by actively involving modern information technology in the educational process. The need to use technology to dictate higher requirements for the university. Every year a growing number of those wishing to receive a quality education in foreign language KazUIR & WL named. Abylaikhan, retraining, etc. do not keep working. Today KazUIR & WL named after Abylaikhan set out to become an internationally - adaptive innovative university. One of the indicators of which is integration into the world educational and scientific community, as well as the active introduction of the ICT in the educational process and increase the degree of information of the learning process.

REFERENCES

1. Цветков М.А., Цветкова И.Ю. Дистанционные образовательные технологии: опыт и перспективы применения в вузе. cvetkov@nki.nnov.ru

2. Кунанбаева С.С. Теория и практика современного иноязычного образования. – Алматы, 2010 – 344 с., с.187

3. Джусубалиева Д.М. Роль современных информационных технологий для качественной подготовки специалистов в вузе. // Известия – серия «Педагогические науки. Казахский университет международных отношений и мировых языков им. Абылай Хана №1-2 (28-29), 2013г С.44-49

4. Андреев А.Л. Россия в глобальном образовательном пространстве // Высшее образование в России. – №12. – 2009. – С. 9-20.

5. Байчурина А.Ш. Использование виртуальной обучающей среды Moodle для организации самостоятельной работы студентов неязыковых специальностей. Материалы докладов II Всероссийской научно-практической интернет-конференции «Организация самостоятельной работы студентов» – Саратов: Изд-во «Новый Проект», 2013 с. 29-33.

6. Джусубалиева Д.М. Мергенбаева А.Т., Еланцев Д.В. Использование информационных технологий для качественной подготовки специалистов в вузе. Известия – серия «Педагогические науки., Казахский университет международных отношений и мировых языков им. Абылай Хана »3 (30)2013г С.41-50

7. Джусубалиева Д.М. Эффективное использование современных информационных технологий в учебном процессе: проблемы и перспективы. //Материалы международной научно – практической конференции «Информационно – коммуникационные технологии в образовании: возможности и перспективы», 25-26 мая, Астана 2012 г. С. 41-48

8. Capterra – Top Learning Management System Software Products [электронный ресурс] – Режим доступа – URL: http://www.capterra.com/learning-management-system-software/ (дата обращения 25.11.2015)