



INDIVIDUAL WORK OF UNIVERSITY STUDENTS IN STUDYING FOREIGN LANGUAGES DURING PANDEMIC PERIOD

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ANNOTATION

The article raises the problem of reducing the performance of homework in a foreign language, as one of the main ways to consolidate the material received in an online lesson, control and self-control. Using the Internet service Learningapps.org, the author proposes an online homework experiment with a group of students; which contributed to the popularization of homework among students, increased the percentage of the quality of knowledge and developed the skill of working with information.

KEY WORDS: internet service; online homework; Learningapps.

ИНДИВИДУАЛЬНАЯ РАБОТА СТУДЕНТОВ ВУЗА ПО ИЗУЧЕНИЮ ИНОСТРАННЫХ ЯЗЫКОВ В ПЕРИОД ПАНДЕМИИ

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Аннотация

В статье ставится проблема снижения выполняемости домашней работы по иностранному языку, как одного из основных способов закрепления материала полученного на онлайн занятии, контроля и самоконтроля. При помощи интернет-сервиса Learningapps.org автор предлагает эксперимент на тему «Домашняя работа онлайн» с группой студентов; который поспособствовал популяризации домашней работы среди студентов, увеличил процент качества знаний и развился навык работы с информацией.

Ключевые слова: интернет-сервис; домашняя работа онлайн; Learningapps.

It is difficult to argue with the fact that homework is a necessary element of the educational process, especially in a foreign language, as it helps

the student to strengthen the knowledge gained and is a powerful tool for control and self-control.

But, unfortunately, the role of homework has greatly decreased over the past decades, and at the



moment many students do not have the proper motivation to complete it. It is often easier for students to use ready-made answer banks or to copy from their classmates, which leads to the loss of the importance of homework in the educational process. The new generation, students of the digital age, want teachers to speak the same language with them, and digital technologies are one of the ways of communication. In this regard, one of the main reasons for the lack of motivation among students for homework is the retrograde ways of doing it. I have conducted a survey among students of 1st year students; they were asked to answer the question: would they be interested in receiving homework online, through some network resources. The expected result was the overwhelming prevalence of supporters of this idea, which prompted me to conduct an experiment on the introduction of online homework in a foreign language using an Internet service.

To implement the experiment, the following preliminary stages were worked out:

- analysis of thematic planning for which the Internet services will be used;
- planning of universal educational activities of students;
- formation of goals for the use of network services (study of new material, consolidation, generalization of the material, control);
- analysis and selection of effective types of Internet services;
- creation of assignments for students to practice on the service and step-by-step instructions for working with it on YouTube video hosting;
- the introduction of Internet services in educational activities as a trial material in the classroom to familiarize students with the service itself and how to work with it;
- experimental implementation as homework;

The ultimate goal of this experiment was to introduce online homework as a permanent element of the educational system in foreign language lessons.

At present, it is difficult to imagine the effective work of a teacher without the use of information technology. One of the resources that the Internet provides us is the use of Internet services, which enable the teacher to develop not only various tasks and develop a cognitive interest in the subject, but also to implement the principle of students' activity in the learning process, which has been and remains one of the main in didactics [1, c. 21].

After analyzing the Internet resources recommended for training, I chose the Learningapps.org Internet service.

This service was created to support the educational process with the help of interactive applications. The use of the service does not provide for any collection of funds. There is a wide selection

of ready-made assignments of the desired topic in any subject. The service also provides an opportunity to share the finished product via social networks, web links and QR codes. The service is accessible from any gadgets that have access to the Internet [3].

Also, this service contributes to the implementation of the following modern educational technologies:

1. Multilevel training, which allows you to help a weak student and pay attention to a strong one. At the same time, strong students are affirmed in their abilities, and the weak are given the opportunity to experience educational success. The level of motivation for learning increases.

2. Information and computer technologies that allow a person to more successfully and quickly adapt to the environment and the ongoing social changes, thereby responding to the demands of the information society.

3. Health-preserving technology, which, through the introduction of interactive, ensures the physical and psychological well-being of students.

4. Game methods that broaden the horizons, develop cognitive activities, form certain skills and abilities necessary in practical activities [2, p. nine].

All exercise templates of the LearningApps.org service are conditionally divided into 5 categories:

1. Choice.
2. Distribution.
3. Consistency.
4. Filling.
5. Online games.

How can we use them in a foreign language lesson? In fact, everything is limited only by your imagination.

For example, to memorize new words, you can use the game "Find a Pair", "Crossword", "Find a Word", while practicing spelling and computer keyboard skills.

In teaching English, we encounter various types of activities, one of which is working with text. Consider an example: homework includes reading and translating a text, and the teacher plans to take students to a brief retelling of this material, while the vocabulary of this text is already familiar to the students. In this case, the following work option can be offered: the teacher prepares the game "Make a Sequence" in advance, where the text is simplified to simple sentences that are entered into the allocated cells. I would like to note that this study of the text makes it much easier for students to memorize the use of the practiced vocabulary in context, the students' confidence in retelling the text increases and they quite easily cope with this task, as well as writing their own story on sample.

Using all sorts of quizzes trains your grammar and text skills very well. And using the audio / video



content template, students practice listening and speaking skills.

The service is interesting not only by the use of different templates, all kinds of intelligent interactive tasks, but also by the fact that you can create an account for each of your students, where they can independently train the material of the lesson learned, and also participate in the educational process as consumers and developers. With the help of this service, you can organize project activities, where students can create their applications for a specific topics, thereby developing their creative potential [3].

The teacher, in turn, has the ability to monitor the activity of students on the service and control the execution of assignments using pivot tables in the personal account. There is also an opportunity for reflection, using a local chat service, where students can discuss certain tasks, both with the teacher and among themselves.

Thus, having completed all the preparatory work, I began my experimental work.

The experiment lasted for a month. I selected students from one parallel with approximately equal cognitive abilities and divided into experimental (group No. 1) and control (group No. 2) groups, where students of group No. 1 received their homework through the Internet resource, and students of group No. 2 did it in workbooks. The students took a responsible attitude to the experiment and actively participated in it. Based on the results of the topic, a test was written. After analyzing the work, the following results were established. The percentage of the quality of the assimilated material according to the module of group No. 1 was 70%, while in the control it was only 40%. These results proved that online homework has a beneficial effect on the level of knowledge of students.

At the end of the experiment, the students of group No. 1 asked to continue their homework in electronic form, and I, in turn, had an idea to introduce homework through the Internet into group No. 2, and later into other groups.

Of course, this project has its drawbacks:

- a lot of time is spent on compiling tests, but this is a temporary phenomenon, because in the future they will not be required to compile, since you will have your own bank with developments. You can also use the material of colleagues, but they do not always correspond to the topic of your lesson.

- weakening of the calligraphy skill, since students mainly use a computer to complete the assignment. But the main thing here is to understand that everything is good in symbiosis, and this service should be used with the classic writing training in the lesson.

- lack of Internet or gadget. Unfortunately, in this case we are powerless, but there is always an alternative. This is doing homework in writing, and

then doing its electronic counterpart in the lesson. In addition, the degree of informatization is increasing every year and should come to naught within a certain time. Moreover, in some universities, this problem is not relevant even now.

Thus, analyzing all of the above, I was convinced that by doing homework via the Internet, students spend less of their free time, they do it with pleasure, learn to work with information on their own, develop self-control, get rid of the fear of mistakes, knowing that the test can be done remake.[4]

I believe that the Online Homework project can radically change the attitude of students to doing homework, and also simplify the work of colleagues, so that they do not have to sit on dark nights with stacks of notebooks.

LITERATURE

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