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EDUCATIONAL PROCESS MANAGEMENT: PROPER USE OF ON- LINE RESOURCES IN FOREIGN LANGUAGE CLASSROOM

Abstract. Proper use of multimedia in classroom provides the opportunity for interacting with diverse texts that give students a solid background in the tasks and content of mainstream courses. Furthermore, as far as educational technology is expected to be an integral part of the curriculum, students must become proficient in accessing and using electronic resources. The article considers the role of a teacher which may be changed from an instructor's role to a coordinator's one. The language teachers face on the main professional problems the methodology refuses to stand still. They integrate new media into their teaching. The results of students' subjects test are fixed and processing.

Monitoring data the teacher can see whether it is necessary to repeat the material in order to reach the highest learning level. Considering individual results the teacher can evaluate each student's further improvement and make individual methodological decision. The teacher can quickly evaluate each student training dynamics. Some students' constantly high results allows the teacher creating plan of individual development. Methodological association of universities departments may take interest in subject monitoring. They may get full information about students' development in each subject and reveal the material which was difficult for the students. This information made possible to create methodological recommendations aiming to overcome these difficulties at the departments meetings.

As far as educational technology is expected to be an integral part of the curriculum, students must become proficient in accessing and using electronic

resources. Multimedia provides the students with the opportunity to gather information that encourages their imagination and interests. Through their interaction with multimedia texts, students become quickly and increasingly familiar with academic vocabulary and language structures. As they pursue sustained studying of a content area through discipline research, students become actively engaged in the process of word meaning construction. Using multimedia in classroom as a tool of language learning has many benefits. It gives stimulus to undertake the tasks and creates a long lasting impact on learners. Distance learning is a kind of education in which a teacher and a learner are separated and instructional materials are carried through telecommunication system. In distance learning instructional material are delivered to the learner through the chosen media. Many universities across the world use this system of learning and have successful experiences with it. The article also reveals some problems to be solved in terms of providing educational institutions with multimedia products. Finally it comes to conclusion that information technology gives the students an opportunity to understand the object of learning, to take active part in cognitive process changing its operating factors and conditions independently, to influence students' intellectual development, to master the material more individual and efficient. It is boundless field of action in foreign language classes.

Key words: adaptive management, educational technologies, multimedia teaching aids, interactive process, decision making, communicative approach, electronic textbooks, monitoring.

Introduction. According to the statistic data, more than 300 million people all over the world use English language as the main source of communication. It is the adaptive management that helps monitoring the process of foreign language learning. Adaptive management is a systematic approach for improving resource management by learning from management outcomes [3]. Adaptive management involves making decisions about how to use resources. Adaptive management focuses on learning from previously performed activities and applying what you have learned to new projects and on using active and passive adaptive management strategies in order to make effective decisions. In this connection educational technology is a good example of how adaptive management is used on practice, especially in English language learning programs [8].

It has an immense potential for enhancing the quality of language knowledge and can be powerful tool for language learners because it combines the advantages of work with new technologies, the computer technologies particularly.

Analysis of the latest achievements and publications. Now cognitive activity of students in foreign language learning process plays an important role in methodology. A lot of domestic and foreign researchers work at this problem. Among them are T. Borova, E. Kostjuk, V. Panasjuk, E. Polat, A. Bates, D. John, K. Thomas, W. Terence and others.

The computer technologies have changed the way people get information, make research and take part in the world integrity process. The majority of researchers emphasize the advantages of multimedia in foreign language learning process in their works. That will make possible for teachers to give more opportunity to students being involved more and enjoy during the learning course.

The article's aim formation. Through their interactions with multimedia texts, students become increasingly familiar with academic vocabulary and language structures. As they pursue sustained study of one content area through focus discipline research, the students become actively engaged in the process of meaning construction within and across different media. Learners obtain most of the information from electronic devices, which has made such tools; a very essential component of their daily life.

The aim of this article is to define pros and cons of digital textbooks in the English learning classroom and for distance learning. To realize it the following tasks are set: to analyze searching material, to know more about technology novelties in education and to examine students [1].

The main research material statement. Proper use of multimedia in classroom provides the opportunity for interacting with diverse texts that give

students a solid background in the tasks and content of mainstream courses. Furthermore, as far as educational technology is expected to be an integral part of the curriculum, students must become proficient in accessing and using electronic resources. In terms of providing educational institutions with multimedia products, there are some problems to be solved.

They are the virtual absence of domestic electronic textbooks (ET) in official language at educational institutions; lack of effective using of the existing electronic textbooks; poor quality of teachers training in the work with electronic textbooks; insufficient implementation of new educational technologies in the educational process; low efficiency of automated assessment system in teaching [5].

Using multimedia in classroom cannot be denied anymore. It provides the students with the opportunity to gather information through media that encourages their imagination and interests. It makes possible for teachers to give more opportunity to students during the learning process. Through their interaction with multimedia texts, students become increasingly familiar with academic vocabulary and language structures. As they pursue sustained studying of a content area through discipline research, students become actively engaged in the process of word meaning construction with the help of different media. Learners obtain most part of the information from electronic devices, a very essential component of their daily life.

Using multimedia in classroom as a tool of language learning has many benefits. It gives stimulus to undertake the tasks and creates a long lasting impact on learners. The role of a teacher will be changed from an instructor's role to a coordinator's one. Self-development methodology in foreign language learning is also being propagated with the help of multimedia technologies. The language teachers face on the main professional problems the methodology refuses to stand still.

As Daniel John puts it: the methodology of foreign language teaching has evolved dramatically over the past half century, with the emphasis on a remarkable array of philosophy and approaches under banners such as grammar-translation, audio-lingual, structure, global, audiovisual, inductive/deductive, functional, notional, situational, communicative, immersion, learning/acquisition, etc [5].

Although each approach has its own place, the teachers dream that some magic capability will transform any foreign language learners into near-native speakers, and that each approach will bring it to a previously neglected or forgotten facet [2].

Foreign language teachers, integrate new media into their teaching. They have embraced any new technology, which was likely to improve learning. Multimedia is usually used in classroom for different purposes. Firstly it enhances understanding. Valuable media materials boost students' comprehension of complex topics, especially dynamic processes that unfold over time. Secondly the increasing memorability of rich media materials is better encoding and easier retrieving, improving four language skills: listening, reading, speaking and writing [2].

Moreover, multimedia develops students' critical thinking. Furthermore, multimedia resources provide self-development work of different learners, such as visual learners, auditory learners and interactive gamers. Students who need extra practice can use online exercises to improve their grammar or vocabulary skills.

Multimedia resources can also help students interacting modern global community, know more about new cultures and countries in immediate and authentic ways. In addition, the last three items show multimedia orientation towards the learner's cultural background and addressing students' learning needs. Information and communication technologies are the most important

parameters of contemporary socio-cultural system.

On-line resources are familiar and convenient means of exploring the culture of other countries and peoples, communication, information, which are the inexhaustible source of educational process. That is why, a systematic approach to reforming methods of foreign language learning and the concept of information and learning environment, are closely connected with the system of education development. It is information-learning environment that creates conditions to develop language skills, and abilities to communicate and promote students self-development. Multimedia technology enhances students to solve different problems. Multimedia increase of language learners' motivation supports their language skills, affects their learning attitude, and builds their self-confidence through various communicative and interactive activities. This research indicates that multimedia language courses provide e-tests, which allow every individual to assess his or her own learning needs confidently [9].

Participation in information, communication and pedagogical activity promotes the integrated development of all aspects of communicative competence: linguistic, socio-cultural, cognitive, linguistic-country study; as well as related cognitive - communicative abilities of students (search and selection of relevant information, its analysis, synthesis and classification). Modeling the real authentic environment by attracting the Internet- resources is not only a successful development of foreign languages, but it allows understanding the fundamental laws of the community and diversity of culture. In this connection it is important to touch on the problem of e-books or e-textbooks in educational process [7].

E-book is an educational or instructional book in digital form. As more students use their laptops and smartphones everyday, e-textbooks are increasingly taking the place of printed books. An e-book can be a software application for use on a computer, such as Microsoft's free reader application, or

a book-sized computer that is used solely as a reading device, such as Nuvomedia's Rocket e-book.

Users can purchase an e-book on CD, but the most popular method of getting an e-book is to purchase a downloadable file of the e-book (or other reading material) from a Web site such as Barnes and Noble to be read from the user's computer or reading device.

Generally, an e-book can be downloaded in five minutes or less. US libraries began providing free e-books to the public through their websites in 1998.

Although e-books were primarily scholarly, technical or professional in nature, they could not be downloaded. In 2003, libraries began offering free downloadable popular fiction and non-fiction e-books to the public. The idea and practice of using digital textbooks in the classroom as a viable option for schools and higher schools that normally invest in traditional textbooks has been a topic of discussion for several years. Digital textbooks could represent the next trend in education. They are cheaper and lighter than paper textbooks. They are also more flexible because new apps and downloadable content are constantly being developed. In the countries that have launched digital textbooks, heavy textbooks have disappeared from children's school bags, because they disburden children from physical load and steep costs.

Digital textbook are currently available on many of the current market's e-readers and tablets through online stores. The use of digital textbooks supports 21st century learning skills [8]. There are 9 benefits of e-books that make them valuable classroom technology. E-books are available instantly and can save time running to stores. This is a key for generation of students that speak the language of You -Tube and Netflix (81% of K-12 teachers believe that "tablets enrich classroom education). Some e-books have text to speak readers. TTS (Text-To-Speech) have multiple functions that can enhance the learning

experience. Some examples include helping students with dyslexia, reading challenges, or visual impairments. It can also reduce eye strain, improve foreign language learning and promote listening skills. E-books are environmentally friendly. Schools and universities do not have to buy new printed copies of textbooks when curriculum changes and updates are needed. E-books are the most effective way of obtaining full reading curriculum.

E-textbooks on tablets cost on average 50-60% less than print textbooks. Storage space is reduced. Tablets can hold hundreds of textbooks on one device, plus homework, quizzes, and other files, eliminating the need for books keeping. They come with font flexibility making reading easier. You can check out library books on your e-reader, and e-books help students better prepare for a world immersed in mobile technology. Thus Advantages of electronic texts are: cost (depending on book) texts are: cost (depending on a book); scaffolds and supports built in; hyperlinking to other resources; text to speech output; direct linking to sections of books for students to read; weight of a book; interior text searching; annotation logs. Disadvantages of electronic text: a book desired is not available; formats differences; Internet access is needed; computer access is needed; there is no a hard copy to reference sections in class [3].

Textbooks, study guides, study aids, and newspapers can be easily distributed to the learner by e-mail or delivery services. Printed media is used in correspondence study, programmed instructions, and in modularized instruction. They are widely used in distance learning. There is still potential for printed materials to serve as either the primary learning material, instruction or as a supplementary source – i.e. textbooks or other printed sources. In this case, traditional means of communication via e-mail or other electronic means could be utilized for students' questionnaires, assignments, and instructors' feedback [2].

Printed study guides have been identified as a key resource for distance

learning courses even if other forms of media are primarily used. Supplemental printed materials may be disseminated via regular e-mail or even via website courses. There are several advantages to printed media that are likely related to the question why it has remained, and will continue to remain as an important resource of education. Students bring these hard copies with them anywhere they go. This allows using them for study at any place. This can be important for distance learning students since many of them choose distance learning due to the possibility to study not on a regular basis.

Printed materials also do not require batteries or advanced technology to support their use and some students are accustomed using printed materials for learning. There are some disadvantages of printed materials, such as; no interactions, limited sensory involvement, requires reading skills, time delay. To speak about the lack of interaction it should be noted that printed materials do not generally provide built-in interactions.

Additional technologies, such as e-mail, must be supplemented. There are no audio/visual elements. Printed materials are static and are not appropriate for teaching languages and visual concepts. Printed materials require reading skills. If the learners are non-readers or their language skills are poor, printed materials will not be effective. Time delay may take days or weeks for printed matter to travel between students and teachers.

Printed materials are limited in terms of what they can provide to a potential learner. Clearly they do not provide the opportunity in themselves for two-way interaction with the instructor or other students. Only certain content can be delivered effectively via print – language courses that require an audio component or additional resources. Learners also need well-developed reading skills in order to be able to utilize print successfully. The time it takes to deliver materials to the student should be taken into consideration. To incorporate printed materials it is necessary; to distribute printed materials well in advance.

Although the mail system is generally quite reliable, questions may arise if the printed materials are not distributed well enough in advance. To include clear directions for use, students need to know exactly which printed materials to use for reading and to specify time and interaction. Printed materials are inherently non-interactive. In some cases, it means a special time for e-mail messages, or a required number of postings to a listserve. Time limit is recommended for students to help them organizing their study learning activities [4].

Distance learning is a kind of education in which a teacher and a learner are separated and instructional materials are carried through telecommunication system. In distance learning instructional material are delivered to the learner through the chosen media. Many universities across the world have used this system of learning and have had successful experiences with it. While using distance learning, there are threats, strengths, and effective variables that should be considered in advance [7].

Now let us consider the methodology of working with electronic texts. Some teachers use a series of stored documents, websites or web pages that students are directed to for reading. Another option is to use e-texts instead a text which is totally available.

Finding appropriate and useful texts can be difficult. But in analyzing a number of online resource libraries a number have found that are useful for educational texts. An electronic text such as an e-book or web format can either be downloaded from the internet or provided to the student in a form of storage media, such as CD. The volume of downloaded information can be huge. The creation of e-matrials can be automated.

Electronic texts individualize the education process. No matter what format is selected there are a number of advantages and disadvantages associated with digital text. Instructors must analyze the situation to decide if the use of electronic texts will provide students with better access to the reading

materials. It is very effective in the case of quick feedback and information searching, modeling, lecturing, testing and time saving.

There are some requirements to the e-texts: information structuring; the audio and video support of each paragraph; the availability of scroll bar which allows repeating the lecture; there should be appearing and disappearing scrollable cursor hint in case of tables, plans and drawings using; texts should be supported record retrieval and cross-reference allowing reducing time for cutting information for record retrieval.

There are three e-texts' operating modes: learning without tests; tests at the end of each paragraph where students are offered to answer several questions to test the learning material; concluding session test to evaluate put students' knowledge and to put marks.

E-text lesson conducting techniques include:

1. The results of students' subjects test are fixed and processing. Monitoring data may be used both by students, teachers, methodologist and school or university administration.

2. The percentage of correct task performance allows the student to know his knowledge level, to consider what material was not learnt well and to improve it further.

3. Taking into account the received information the teacher can also monitor the education process.

4. Group results allow the teacher to see whether it is necessary to repeat the material in order to reach the highest learning level.

5. Considering individual results the teacher can evaluate each student's further improvement and make individual methodological decision.

6. The teacher can evaluate each student training dynamics. Some students' constantly high results allows the teacher creating plan of individual development.

7. Methodological association of universities departments may take interest in subject monitoring. They may get full information about students' development in each subject and reveal the material which was difficult for the students.

This information made possible to create methodological recommendations aiming to overcome these difficulties at the departments meetings.

8. The system of pedagogic monitoring permits universities officials to reveal students level of different subjects' knowledge and its dynamics, to make methodological work on some issues of learning more active, to control and correct curriculum optimality based on received data optimality.

9. Information technology gives the students an opportunity to understand the object of learning, to take active part in cognitive process changing its operating factors and conditions independently.

That is why information technology can also influence students' intellectual development.

10. Information technology allows revealing students' mastering of the material more individual and efficient.

11. World Wide Web with an immense number of sites and home pages provides information to all tastes. It is boundless field of action in foreign language classes [6].

There is also a problem of the material mastering rate because e-texts influence on the educational process individualization. Every student's rate of material learning is individual, depending on the student's peculiarities. As a result a teacher can not continue students training in traditional system. This system supposes that all students are at the same level of knowledge. But e-texts and e-books should contain different levels of knowledge. In this case a student with higher level of knowledge may learn more difficult material and

revise the topic of the assignment. A backward student learns minimum information, necessary for further study. This approach helps a teacher to realize differential and multilevel training in the frame of traditional education system [3].

At the stage of introduction students change the lack of subject knowledge into the first approach to them. At this stage students acquire general, not differential knowledge about the subject. The approach is verbal and includes academic rules; solving the tasks is supplementary technique. A teacher plays an important role at this stage. At the stage of training solving the tasks is the main technique and verbal knowledge becomes the main means of education full of special details. This stage is longer and more difficult. It is done with the minimum teacher's help or even without it. An E-text learning is possible on both stages, but it is more advisable at the second stage. At the first stage teacher's personality is important. It stimulates the knowledge introduction. At the second stage teacher's personality comes in the background and computer – based learning comes in the foreground where the self development work dominates [5].

Conclusion. In conclusion it may be said that computer – based learning and e- texts allow remedying a deficiency of school knowledge, which usually remains at the knowledge introduction stage. They require previous topic knowledge to learn further material, but school knowledge remains poor and many students don't study properly. Computer– based learning and e- texts guarantee sound knowledge and previous stage errors correction. They are very important for the subjects where students meet a lot of exercises, such as physics, mathematics and foreign languages.

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