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DIGITAL EDUCATIONAL TOOLS AND APPS FOR LSP TEACHING

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This article is about helpful modern digital tools and apps that can be brought into the educational process to make it more interactive and integrating both for teachers and students.

In the higher education institutions Language for Specific Purposes (LSP) play an important role because globalization in the world requires professionals and specialists in various areas to communicate successfully in foreign languages. The success is conditional on their ability to manage language barriers with respect to their professional areas. English for Specific Purposes is meant that type of language learning which has its focus on all aspects of language pertaining to a particular field of human activity (Wright, 1992: 3). In other words, it is a way of teaching/learning English for specialized subjects with some specific vocational and educational purposes in mind. In LSP syllabus, the teaching content is geared to the special language 'repertoire' pertaining to the specialized aims that are required of the learners. Teaching LSP to non-linguist students is a difficult task because there are a lot of different teaching methods which differ in their conceptualisation and operationalisation of LSP, and as a result in their learning outcomes for students.

The origin of LSP is closely connected with the needs of individuals. In general, LSP puts great emphasis on the practical results of language learning and deals with language of business, science and technology, economics, management, veterinary medicine, agriculture and etc., which makes it complicated to choose the teaching methods those would apply to all dis-

ciplines and professional activities the learners are involved in. As a result, the LSP teaching methods always integrates the language learning and subject learning approaches. Defined to meet the specific needs of the learners, LSP makes use of teaching methods and the activities of the discipline it serves by focusing on the language appropriate to these activities. As a specific approach to language teaching methods, LSP requires that “all decisions as to content and method be based on the learner’s reason for learning” (Hutchinson and Waters, 1987: 19)

In modern world, it is difficult to find an area of life that hasn’t been affected by the process of digitalization. Modern digital technologies have deeply penetrated into every branch of our society, including education, as well. However, there is a still lot of potential in that field that hasn’t been taken advantage of, and that situation should be corrected in the near future, because there are plenty of benefits digital education is here to give.

Nowadays learning technologies play a fundamental role in the processes of LSP teaching. A lot of digital education tools have been created with the purpose of giving autonomy to the students improving their language skills in the LSP learning. They encourage collaboration, and facilitate communication between teachers and learners employing modern technologies and communications in order to provide students with specific information. These modern technologies enable to introduce elements of the future profession facts into the education process, which should improve student motivation and information retention, as well as their ability to do their own research and work in teams. It also allows for individual learning and encourages students to seek out the content that they like.

There are a lot of digital tools that can help you in LSP teaching. Learning technologies applying in our University in LSP teaching are:

- ✓ **Moodle.** Moodle is a learning platform designed to provide teachers, administrators and students with a single robust, secure and integrated system to create their own custom learning environments. It is also an open source, and it can be expanded through integration of different features, plugins, and modules.
- ✓ **Socrative.** Socrative is the effective app. Socrative allows teachers to connect with students and they no longer need to guess which students have understood the learning material. Students share their understanding by answering formative assessment questions in a variety of formats: quizzes, quick question polls, exit tickets and others. The teachers assess students with prepared activities to get immediate insight into student understanding. The teachers use auto-pop-

- ulated results to determine the best instructional approach to most effectively drive learning, the students share their inquiry using the app, and provide the feedback, making the teacher's job much easier.
- ✓ **Engrade.** Engrade is that teachers can create interactive lessons using the materials they have collected online, and even make online quizzes that will prepare their students for future tests.
 - ✓ **Kahoot!** Kahoot! is a game-based learning platform, used as educational technology in learning institutions. It allows teachers to introduce gaming elements in their classroom in order to engage students and grab their attention. The app enables them to create presentation, quizzes, and collaborate on each new lesson. Students can take part in checking out the presentations. Best suitable for team work.

All of these apps are used by the teachers in Ulyanovsk State Agrarian University named after P.Stolypin. But in this work we will focus on the Moodle learning platform.

Moodle has a number of advantages. In connection with the tendency to increase the number of international educational programs (training courses and seminars, as well as in connection with the need to export educational services), there is a need for multilingual support of educational resources. Moodle supports more than 70 languages of the world, which allows using it in more than 197 countries of the world.

In the Ulyanovsk State Agrarian University named after P.A. Stolypin an English language course for the first and second year students of the Faculty of Veterinary Medicine and Biotechnology is introduced in the educational process. This course is based on the Moodle learning platform. It consists of a note for working, an English-Russian dictionary, theoretical grammar, questions for self-control and exercises for consolidation of knowledge in grammar, conversational topics, texts for additional reading in specialty. There is an english - russian glossary that greatly helps students to translate professionally-oriented texts. This course is divided into 4 terms. The Moodle learning platform provides the addition active elements for the organization of students' individual work to the course. It is the work with the elements of the course evaluated by the system or the teacher and, ultimately, allows the teachers to give the summative assessment for learning the material.

The most common elements of the course:

Task. The teacher sets a task for students, which requires preparing a response in electronic form (in any format) and uploading it to a dedicated element of the course. Then this respond is checked and the teacher can

give the mark for it. Students independently study the grammatical material, do exercises and send them to the teacher for checking. They also work on conversational topics and answer questions to them, read and translate the text for additional reading in specialty, simultaneously compile a dictionary of unknown words.

After studying the material of each semester, grammar topics are evaluated using tests.

Test. This element of the course allows the teacher to make test questions. Questions can be: multiple choice answers, with a choice of true/false assuming a short text answer, as well as other types. All questions are stored in the database and can be subsequently reused. Tests can show correct answers or just a mark.

Chat. It allows a teacher to hold discussions in online environments. Chatting involves the simultaneous presence of teachers and students in the course. This is a convenient way to get information about how the material is learned. The teacher talks with the student on the learned topics, and students translate any passage of the professionally oriented texts for additional reading, answer questions and learned words.

Surveys. They are a simple element of the course, allowing a teacher to ask the question by choosing one of some answers. They are useful as a quick recitation and to find general opinions in the process of researching problems.

Glossary. This is a dictionary of terms and concepts used in the course.

When reading the text in specialty, students compile a dictionary of unknown words and terms.

To use the individual elements in the course the teacher insert them in the right section of the course. The teacher adds the elements in the edit mode.

The introduction of Moodle learning platform in the educational process makes it much easier and improves, as it provides a wide range of opportunities for both teachers and students. In our opinion, the work in the Moodle learning platform will help students to improve their skills of independent activity, expand their knowledge, learn self - control and plan their personal time, as well as bring them closer to understanding the importance of digital educational tools and apps.

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ЦИФРОВЫЕ ОБРАЗОВАТЕЛЬНЫЕ ИНСТРУМЕНТЫ И ПРИЛОЖЕНИЯ ДЛЯ ОБУЧЕНИЯ ЯЗЫКУ ДЛЯ СПЕЦИАЛЬНЫХ ЦЕЛЕЙ (LSP)

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Ключевые слова: *современные интерактивные обучающие средства и приложения, образовательный процесс, язык для специальных целей, технологии обучения*

Эта статья посвящена современным интерактивным обучающим средствам и приложениям для проведения занятий, которые могут быть внедрены в учебный процесс, чтобы сделать его более интерактивным и интегрированным как для учителей, так и для студентов.

В высших учебных заведениях язык для специальных целей (LSP) играет важную роль, потому что глобализация в мире требует профессионалов и специалистов в различных областях, который могли бы успешно общаться на иностранных языках. Успех зависит от их способности преодолевать языковые барьеры в своих профессиональных областях. Английский язык для специальных целей означает тот тип изучения языка, который фокусируется на всех аспектах языка, относящихся к конкретной области человеческой деятельности (Райт, 1992: 3).

Есть много цифровых инструментов, которые могут помочь вам в обучении LSP. Технологии обучения, применяемые в нашем уни-

верситете в преподавании LSP: Moodle, Socrative, Engrade, Kahoot! Все эти приложения используются преподавателями Ульяновского государственного аграрного университета имени П. Столыпина. Но мы остановимся на платформе обучения Moodle.

Курс английского языка для студентов первого и второго курсов факультета ветеринарной медицины и биотехнологии введен на базе учебной платформы Moodle. Данный курс состоит из рекомендаций для работы студентов, англо-русского словаря, теоретической грамматики, вопросов для самоконтроля и упражнений для закрепления знаний по грамматике, разговорной тематике, текстов для дополнительного чтения по специальности. Существует англо-русский глоссарий, который очень помогает студентам переводить профессионально-ориентированные тексты. Учебная Платформа Moodle предоставляет дополнительные активные элементы для организации индивидуальной работы студентов в процессе изучения курса. Именно работа с элементами курса оценивается системой или преподавателем и, в конечном счете, позволяет преподавателям давать итоговую оценку для усвоения материала.

Внедрение образовательной платформы Moodle в учебный процесс значительно облегчает и улучшает его, так как предоставляет широкий спектр возможностей, как для преподавателей, так и для студентов.