

рынка труда [3, 233]. Все эти факторы стимулируют активизацию творческого потенциала студентов и способствуют усвоению языкового материала, поскольку язык служит не только целью, но и средством достижения учебно-профессиональных целей.

Список литературы

1. Спиридонова Е.А. Самостоятельная работа как способ активизации познавательного и творческого потенциала студентов // Организация самостоятельной работы студентов: Материалы докладов IV Международной очно-заочной научно-практической конференции «Организация самостоятельной работы студентов» (27 ноября 2015 года) – Саратов: Изд-во «Техно-Декор», 2015. - 448 с. – с. 32 – 36.
2. Ларионова Е.В. Самостоятельная работа по иностранному языку как способ активизации творческого потенциала студентов // Организация самостоятельной работы студентов: Материалы докладов V Международной очно-заочной научно-практической конференции «Организация самостоятельной работы студентов» (29 апреля 2016 года) – Саратов: Изд-во «Техно-Декор», 2016. - 424 с. – с. 85 – 89.
3. Юртаева Е.С. Активизация творческого потенциала студентов экономических специальностей в процессе организации самостоятельной работы по иностранному языку // Организация самостоятельной работы студентов: Материалы докладов IV Международной очно-заочной научно-практической конференции «Организация самостоятельной работы студентов» (27 ноября 2015 года) – Саратов: Изд-во «Техно-Декор», 2015. - 448 с. – с. 229 – 233.
4. Саяпина Н.Н. Реализация творческого потенциала студентов в условиях выполнения ими самостоятельной работы // Организация самостоятельной работы студентов: Материалы докладов IV Международной очно-заочной научно-практической конференции «Организация самостоятельной работы студентов» (27 ноября 2015 года) – Саратов: Изд-во «Техно-Декор», 2015. - 448 с. – с. 27 – 32.
5. Пак Л. Г., Беседина И. В. Возможности профессионального образования в развитии творческого потенциала будущих архитекторов // Вестник Оренбургского государственного педагогического университета. Электронный научный журнал. 2015. №2 (14). С.169 -174.

М.С. Ляшенко, Д.Е. Трушкова

ИСПОЛЬЗОВАНИЕ СОЦИАЛЬНЫХ СЕТЕЙ ДЛЯ САМОСТОЯТЕЛЬНОЙ РАБОТЫ ПРИ ИЗУЧЕНИИ АНГЛИЙСКОГО ЯЗЫКА

USING SOCIAL NETWORKING FOR INDEPENDENT STUDENTS' ACTIVITY IN ENGLISH LEARNING

Статья описывает исследование студенческих мнений по поводу использования социальной сети как платформы для улучшения навыков письма внеаудиторное время. Исследование рассматривает рецензирование эссе студентами как вид самостоятельной работы. Онлайн анкетирование позволило обобщить количественно опыт студентов в написании эссе. Полученные данные послужили входными для

организации рецензирования эссе на платформе социального сайта. Данная статья описывает применение инновационных подходов к организации самостоятельной работы студентов.

The paper describes a small-scale empirical research exploring students' perceptions on using a social networking site (SNS) as a platform for improving writing skills outside the classroom. The research question will address students' experience of peer review of essays as a part of independent activity. The quantitative data was gathered via online survey and the findings represent some conclusions that can have an implication when arranging independent writing activities via SNS. The paper describes an innovative approach to using SNS as an educational platform in English teaching.

Ключевые слова: социальные сайты, рецензирование, самостоятельная работа, обучение через технологии

Keywords: social networking sites, peer review, independent student's activity, technology enhanced learning

Social networks have attracted much research attention as educational technologies facilitating student engagement and providing a platform for academic-related collaboration [1]. The recent studies prove high level of SNS acceptance as a learning tool which increases students' activity and motivation. According to the research, Russian SNS V Kontakte is perceived by students as more useful, trustworthy and enjoyable than other social networks [2]. The new demands of the curriculum and the programmes require to devote much time to independent students' activity as a vital part of teaching and learning processes [3; 5]. So, SNS can be viewed as a platform for arranging independent students' activity for English learning and teaching.

Pedagogical design. The pedagogical design was deployed in a Russian social networking site [‘IELTS Writing Activator’](#) which was deliberately created and embedded into teaching practice as a supplementary tool to weekly face-to-face conventional classes. The community was launched as an opportunity for extended classes and independent students' activity to improve writing. The participation was voluntary with the core participants (N=9) who agreed to share their papers for peer assessment. The core participants took the responsibility to weekly upload one graph/essay and to contribute to the discussion. For this purpose, two discussion boards were designed: teacher's annotated feedback and peer-review to discuss the papers. The teacher acted as a facilitator and manager of the educational environment mediated via a social networking site. In addition to the writing tasks, a variety of materials for self-study was offered to the students such as extra links to resources with grammar,

spelling rules; vocabulary lists to improve the range of vocabulary; videos and presentations about the way how to develop writing skills.

Research strategy deployed quantitative data. The sample represented two groups of 2-year students of Economic faculty preparing for IELTS and showing upper intermediate language level. According to the statistics of SNS community, the demographic profile of the respondent group is rather homogeneous. Most students are mainly from Russia (95%), from one age group (18-21 years old). The gender differences are split as 46% men and 54% women. They were sent an invitation message to join SNS group [IELTS writing activator](#). The total number of the participants was 41, with 9 people volunteering to be core members who agreed to write essays and upload them for peers' review. Before launching the community, the students from 2 groups (n=45) were asked to answer closed questions via an online survey using SurveyMonkey (<https://ru.surveymonkey.com/home/>) to determine students' needs and expectations from the project. The questions were designed to cover the design of learning tasks (specification/ management/ skills etc) [4]. The statistical data on students' needs informed the pedagogical design and tactics concerning SNS educational setting: what tasks to choose, how often to write and what skills to improve. The questionnaire included the following questions related to the tasks (adapted from Goodyear 2005) [4].

Task specification

What types of writing do you find the most difficult?

What is the most challenging aspect for you?

What do you expect from the community?

Task management

How often do you write for IELTS?

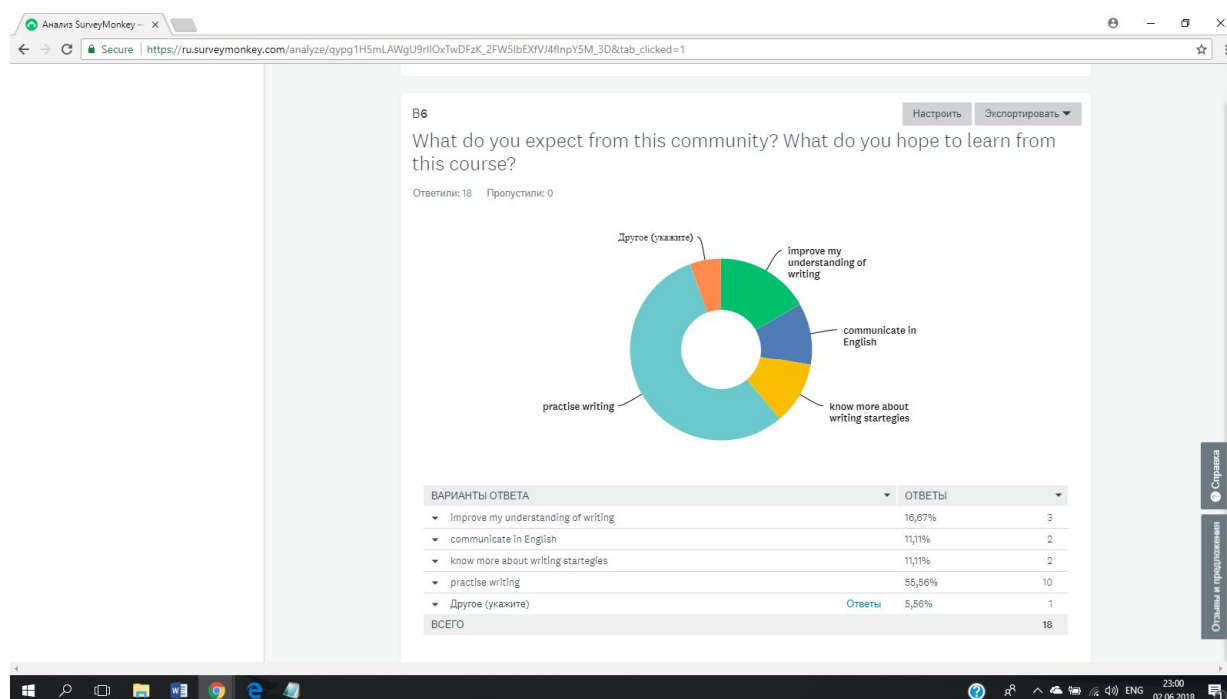
When you write what do you use?

The importance of IELTS

Will you need IELTS writing skills in future?

The number of respondents was 18. Most of the respondents (83%) understood the importance of writing for future studies. The most difficult tasks were essays (45%) and process description (28%). Most students (56%) wrote outside the classroom once a week. More than one third used the Internet (39%) when writing independently at home. The tasks

such as generating and developing ideas were the most challenging aspects (34%). Overall, the students wanted to improve understanding of writing and have more practice outside the classroom activities.



Pic 1. A screenshot from the Survey: the question about expectations

Findings

The community was deployed for two semesters and is being used for current teaching needs now. During the analyzed period (from September 2018 to December 2018) more than 30 papers were uploaded by students and analyzed in an asynchronous mode to improve writing skills. It should be noted that the role of the teacher was critical to the process of organizing self-study and peer review processes in a SNS. The teacher's aim was to maintain discussions, provide the feedback and guidance, comment on the assessment criteria. After the completion of the project in December the students were asked about their experiences and perceptions of the projects and their achievements in a free discussion way. Most students underlined the importance of much reading for better understanding how to write and assess what they write. The respondents noticed that they had read and discussed a lot of extra useful information about IELTS writing (students' works, extra materials, teacher's feedback and comments). They underlined the link between reading, analyzing the samples and writing practice. The learners pointed to the positive effect that collaboration in their self-study had

on their achievement in comparison with the individual approach. They mentioned a lot of benefits that collaborative peer review had brought: “improved quality of writing”, generating ideas, finding mistakes, convenience of the collaborative format. The findings point to the necessity to combine independent and autonomous students’ activities with collaboration both with the teachers and most importantly with peers. The latter being an effective approach to organizing students’ independent activity outside the classroom including group activity [5]. It is believed that more cooperative forms can be more effective when talking about students’ autonomy in educational process [6]. Students should be given choices in their independent activities and their autonomy which is mediated via networked learning should be weak but not strong which implies voluntary students’ participation in the projects mediated via social media [9].

These findings coincide with the findings from existing literature on e-learning where collaborative formats for independent works are viewed very positively by students [8; 4]. The research validates the benefits of collaborative tasks in independent students’ studies for personal learning in short/long term perspectives [8]. Networked collaborative learning, as a part of independent activities mediated via social media technologies, should be intentionally designed by the teacher [7]. Such collaborative learning formats stimulate reflective thinking on different writing strategies and help learners develop their critical analysis [9]. Despite the debates about the role of a tutor in such settings [4], the findings show that the role of the tutor is very important for activities related to academic self-assessment and overall design of the learning environment for independent work [10].

Conclusion

The use of SNS as an educational tool for improving academic writing in IELTS preparation has not been researched yet. The paper attempted to provide a deeper understanding of independent activity from students’ perspectives. SNSs can be used as a scaffolding platform where students’ independent activities are designed and controlled. This project is a research effort to describe what is happening when participants are engaged in networked learning via SNS. The paper indicated the features of the pedagogical design that are based on students’ perceptions. The findings of the research deepen the theoretical assumptions about the deployment of SNS into educational settings and informs both theory and praxis.

References

1. Akbari E., Pilot A., Simons P. R. J. Autonomy, competence, and relatedness in foreign language learning through Facebook // *Computers in Human Behavior*. – 2015. – Т. 48. – С. 126-134.
2. Baran B. Facebook as a formal instructional environment // *British Journal of Educational Technology*. – 2010. – Т. 41. – №. 6. – С. E146-E149.
3. Сенашенко, В., & Жалнина, Н. (2006). Самостоятельная работа студентов: актуальные проблемы. *Высшее образование в России*, (7).
4. Goodyear, P. (2005). Educational design and networked learning: Patterns, pattern languages and design practice. *Australasian Journal of Educational Technology*, 21(1).
5. Беляева, А. (2003). Управление самостоятельной работой студентов. *Высшее образование в России*, (6).
6. Winch, C. (2005). Autonomy as an educational aim. *Philosophy of education. Oxford: Routledge*, 65-73.
7. Ляшенко, М. С., & Фролова, Н. Х. (2012). Интеграция икт в образовательный процесс НИУ ВШЭ Нижний Новгород. *Современные исследования социальных проблем*, (11).
8. McConnell, D. (2006). *E-learning groups and communities*. McGraw-Hill Education (UK)
9. Hirvela, A. (1999). Collaborative writing instruction and communities of readers and writers. *TESOL journal*, 8(2), 7-12.
10. Varkovetskaya G. N, Krivonogova A. S., Innovative technologies in vocational training of Bachelors // *Vestnik of Minin university*. – 2015. – №. 4. – С. 12-12

О.А. Минеева, М.П. Прохорова

**ФОРМЫ САМОСТОЯТЕЛЬНОЙ РАБОТЫ СТУДЕНТОВ ПО ДИСЦИПЛИНЕ
«ИНОСТРАННЫЙ ЯЗЫК» В MOODLE**

**FORMS OF STUDENTS' INDEPENDENT WORK IN MOODLE WHILE LEARNING
A FOREIGN LANGUAGE**

В данной статье раскрывается сущность самостоятельной работы по изучению иностранного языка, перечислены основные формы самостоятельной работы, отмечается ее значимость для овладения иностранным языком. Рассматриваются возможности применения системы управления обучением Moodle для организации самостоятельной работы студентов по дисциплине «Иностранный язык». Отмечено, что преподаватель может организовать самостоятельную деятельность студентов на электронном курсе посредством следующих инструментов: глоссарий, лекция, задание, тест, форум, чат, вики. Выделены достоинства использования Moodle для организации самостоятельной работы студентов в процессе изучения иностранного языка.