

# ВОЗМОЖНОСТИ ЭЛЕКТРОННЫХ УЧЕБНИКОВ В ЭФФЕКТИВНОМ ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ

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**Аннотация:** *статья посвящена исследованию специфики электронного учебника по иностранному языку. Материалом исследования послужили электронные учебные издания разных видов, подготовленные различными издательствами, как региональными, так и столичными, в период с 2004 по 2009 г. Электронный учебник по иностранному языку рассматривается как новейший вид учебной книги, требующий разработки теоретических и практических вопросов его создания и издания.*

**Ключевые слова:** *электронный учебник, иностранный язык, редакторская подготовка.*

## OPPORTUNITIES OF ELECTRONIC TEXTBOOKS IN EFFECTIVE FOREIGN LANGUAGE TEACHING

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**Abstract:** *the article is devoted to the study of the specifics of an electronic textbook on a foreign language. The material of the study was electronic educational publications of various types, prepared by various publishers, both regional and metropolitan, in*



*the period from 2004 to 2009. An electronic textbook on a foreign language is considered as the latest type of educational book that requires the development of theoretical and practical issues of its creation and publication.*

**Keywords:** *electronic textbook, foreign language, editorial training.*

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The preparation of educational publications is a special area of editorial and publishing activity. In an independent complex, educational publications are allocated according to their intended purpose and the nature of the information. GOST 7.60-90 " Editions. The main types. Terms and definitions "interprets an educational publication as" a publication containing systematized information of a scientific or applied nature, presented in a form convenient for studying and teaching, and designed for students of different ages" [1]. Educational publications take part in the formation of the information culture of the individual, the system of ethical norms and aesthetic principles of the subject.

According to the majority of scientists, educational publications perform the following functions: communicative, informational, cognitive, developing, educating, organizational and systematizing (see: [2. p.127-156]). The functions of educational publications are provided by the main and additional texts included in them, the publishing apparatus, as well as the selection, processing (not only author's, but also editorial, including analysis and editorial preparation for printing) and the presentation of the educational material. When preparing educational publications, it is necessary to take into account the complex characteristics that underlie the development of the model of each publication included in the system. In addition to the functions dictated by the intended purpose of the publication, an important characteristic of the educational literature, which determines the features of the information and the amount of knowledge included, is the reader's address.

It seems that all the above-mentioned general functions of educational literature and its features related to the reader's address should be fully attributed to the electronic textbooks on the English language that make up the object of our consideration. However, the purpose of this article is to understand their specifics, which distinguish



this type of educational literature (and the process of its editorial preparation) from a paper educational book in general and in this discipline in particular. As you know, the structure of an electronic textbook is subject to special requirements, which allows it to provide a wide range of opportunities for effective teaching of a foreign language, including those that are not available to paper publications.

For the effective development of the material by students, the electronic textbook, according to the recommendations of the methodologists, must necessarily include three blocks: information, training and control. In the information block, as a rule, topics on vocabulary are explained and its functioning in speech is shown. Experienced compilers of electronic textbooks on a foreign language argue that the educational material in it should be presented in a compressed form and served in portions, because otherwise the effectiveness of the perception of the material by students is sharply reduced (this is due to the peculiarities of the perception of information from the monitor screen). Each section of the information block should end with control questions that allow the student to explain how deeply he has learned the training material. The information block most often includes an electronic dictionary containing detailed information about the keywords of the topic; a presentation of phrases for productive development; a demo text illustrating the use of words.

The training and control blocks of electronic educational publications on a foreign language usually contain a system of exercises aimed at working out lexical material, its control, as well as at self - correcting errors. The training block occupies a central place in the electronic textbook, since teaching a foreign language requires a number of exercises and practical tasks to consolidate the acquired knowledge and develop the acquired skills. For greater efficiency - it is necessary for this unit to function in the mode of the trainee's dialogue with the computer. Working in this mode allows the student to consolidate the knowledge gained while working with the information block. In this case, the hint system can allow you to refer to any section of the training material if necessary. When creating tasks for this block, you should use different response design systems. All exercises should have a specific focus (learning



vocabulary, working out grammatical material, setting the pronunciation, etc.), be performed in different ways and in different organizational forms (a variety of forms of exercises stimulates different cognitive processes of students, has a positive impact on the interest of students in their performance), each task should be closely related to others and occupy a certain place in the system of exercises (see: [5 p. 58-119]).

As a simulator, a computer testing system can be used, which is either a separate program that does not allow modification, or a universal program shell, the filling of which is assigned to the teacher. The effectiveness of using the testing system is significantly higher if it allows you to accumulate and analyze the results of testing. The testing system can be built into the shell of an electronic textbook, but it can also exist as an independent element of the QMS. The control of students' knowledge should be carried out in the test mode of working with an electronic textbook. In its control block, an assessment of the correctness of the student's answers to the questions raised should be provided. At the end of the test, the trainee should be provided with information about the results of his testing. In order to eliminate the possibility of the trainees getting the correct answers, it is necessary to use a significant bank of computer test tasks, in which the task options are mixed and offered in the form of an arbitrary sample (see: [6. p. 15-32]). There are intermediate tests that test knowledge after a certain segment of an electronic textbook, as well as final tests that cover the entire material of the training course. To effectively test students' knowledge, the ESM should include both types of testing.

In addition, it is well known that the use of e-learning books in teaching foreign languages is based on multimedia technologies. Multimedia is a new information technology that allows simultaneous operations with still images, dynamic images (videos, animated graphics), text and sound. Multimedia allows you to have a synchronous effect on human hearing and vision, thereby increasing the amount of information transmitted per unit of time. Multimedia technologies are able to combine text, sounds, music, speech, noise effects, video images, fragments of feature films and documentaries, video clips, television images, animation, animation, diagrams, maps,



tables, drawings, paintings, photographs, slides, diagrams, drawings, etc. into a single colorful interactive system (see: [5.pp. 58-119]).

The use of multimedia interactive technologies in the communicative teaching of a foreign language significantly improves the quality of the presentation of the material of the practical lesson, enriches the content of the educational process, increases the motivation and effectiveness of its assimilation. Multimedia technologies involve the use of such audiovisual and interactive learning tools that give the student the opportunity to engage both independently and under the guidance of a teacher. The use of these technologies makes it possible to organize a number of innovative types of educational activities: role-playing games, discussions with the discussion of the material seen, repetition of the lexical material passed, enriched with the socio-cultural realities of the language being studied, listening, and many others (see: [7. p. 55-57]).

In the light of the "must - haves" described above, we will consider the structure of several electronic textbooks on the English language published in recent years: the English Language textbook by E. M. Shulgina (Tomsk, 2007), the textbook "Language Bridge" (IC - Publishing publishing house, Moscow, 2005), the language course "Language in Use" (Novy Disk publishing house, Moscow, 2007), the course "English Language" (Digital Publishing house, Moscow, 2004), "Virtual English Tutor" by T. V. Ferenets (2009). They are intended for different reader groups and differ in their intended purpose. - and, accordingly, the type of publication (UMK, simulator, virtual tutor).

The educational and methodological complex "English language" by E. M. Shulgina is a systematizing course aimed at repeating, generalizing and deepening students' knowledge of the theory of the English language. It is intended for applicants, students of the senior classes of general and specialized schools, gymnasiums, lyceums, as well as for those who want to independently restore and systematize their knowledge of the English language within the framework of normative grammar and oral speech. It should be noted that GOST 7.60-2003 " Editions. The main types. Terms and definitions " generally does not distinguish the educational and methodological complex from educational publications and does not define it. Wikipedia defines an



educational and methodological complex as " a standard name for a set of educational and methodological documentation, training tools and controls developed in the higher school of the Russian Federation for each discipline. The QMS should include complete information sufficient to pass the discipline. QMS are designed to ensure the openness of the educational process and should be accessible to anyone " [3]. It should be noted that this publication includes a working program and methodological recommendations for working with it, including explanations on organizing independent work, on the use of test tasks for knowledge control. Thus, we can note that the publication of E. M. Shulgina meets the basic requirements for the structure of the UMK.

In accordance with the requirements for the structure of the electronic textbook, the manual "English language" contains three blocks: informational, training and test, which, of course, corresponds to its goals. The information block is represented by grammatical rules, examples to them, as well as illustrative material. The training block is divided into several parts, it is offered after passing through several topics and is also equipped with a test module, presented separately. In the test module "Grammar training", as in the test blocks, there are tests of single choice, for restoring sequence, correspondence, for logical completion, as well as open-type tests. In this electronic textbook, you can note a fairly convenient system of navigation through the sections of the manual. The table of contents is always present in a separate part of the window on the left and is a set of hyperlinks, clicking on which the student opens the desired section in the window of the page.

"Language Bridge" is a textbook-simulator designed for a fairly wide range of readers: those who are beginning to learn English or who want to improve their reading, writing, pronunciation and listening comprehension skills. In the classification of educational publications, presented in GOST 7.60-2003 " Editions. The main views. Terms and definitions", there is no such thing as a "training simulator". Perhaps the authors meant by this a study-workshop, which the same GOST defines as "an educational publication containing practical tasks and exercises that contribute to the assimilation of what has been passed" (see: [4]). But this definition is not quite correct,



because in addition to practical tasks and exercises, this textbook contains an information (theoretical) block.

Being also intended for individual work of students, which does not involve the help of a teacher, this textbook is distinguished by the presence of various multi - level variations of testing knowledge in all types of speech activity. The information block of this textbook is represented by phonetic and grammatical rules, as well as lexical material. The training unit is built into each lesson, it provides for the development of lexical material and grammatical structures, the perception of speech by ear. A big plus in this tutorial is the opportunity provided to the user to train the skills in listening to the live speech of native speakers. For its implementation, the publication includes such an exercise as "Dialogue", in which you need to compose and enter replicas yourself to maintain a dialogue with the computer in accordance with a given topic, as well as "Conversation" – an exercise in which you need to make replicas of two characters from the proposed words in order to get a conversation. It should also be noted that the textbook "Language Bridge" includes the program "Audio Trainer" for training the correct pronunciation of English words and phrases, which can be used when working with any exercise of the course. With the help of the "Audio Exercise Machine" you can listen to the original speech, read by a professional speaker, as well as record and listen to your own speech. At the same time, the "Audio Exercise Machine" has two special modes: synchronous playback and synchronous recording. The test block is represented by dictation of two levels of difficulty. For dictation, various situations are provided, including all the lexical and grammatical material passed and dialogues voiced by native speakers. Each dialogue is accompanied by a visual series – a picture depicting the people who are talking and the situation in which they find themselves.

The textbook "Language in Use" is the latest Cambridge computer course for effective learning of the English language. The course program and the textbook content are developed on the basis of a single - name series of textbooks published by the well-known Cambridge University Press, which are widely used in universities and language schools around the world, including in Russia. This textbook is aimed at a



fairly large audience, and therefore it has 3 levels of difficulty: Beginner (Initial), Pre - Intermediate (Basic), Intermediate (Intermediate), which meet the standards of the Common European System of Language Learning (certificates A1/A2, B1, B2) and allow you to prepare for the Cambridge English exams KET (Key English Test), PET (Preliminary English Test), as well as start preparing for the FCE (First Certificate in English).

"Language in Use" consists of 12 sections, each of which contains 2 lessons, including vocabulary and grammar, video material and exercises for mastering the material. Each third section has an intermediate test block on the topics covered. At the end of each level of the course – a general test for all sections. It should be noted the high degree of interactivity of the textbook: the presence of a test to check the level of language proficiency, the possibility of using the course by several people, the ability to make a lesson plan, set a passing score for the lesson, add notes to the lessons, create your own lessons, track your results in the final table. The textbook has a search function for lessons, a speech recognition function, and a voiced dictionary that includes the most frequently used words and phrases. The exercises in the textbook are diverse: choose from a variety of options, insert a missing word, match words with images, compose dialogues, pronounce phrases, encrypt an audio recording, etc. (about 700 different exercises in total). Finally, we note another positive aspect of the design of this electronic textbook: it provides a function that allows you to adapt the course for a specific user: in addition to choosing the level of language learning, the student can choose individual exercises and form their own lessons, the results of which will also be evaluated by the system.

The textbook "English Language" published by Digital Publishing differs from the others analyzed by us, primarily in its unusual form, it is an interactive journey through the United States, allowing you to master the grammar, vocabulary and phonetics of the English language. The reader's address of this textbook is quite widely marked: it is recommended for those who are already familiar with the basics of the English language and want to continue their studies. The course consists of 12 sections: phonetics, "communication", 10 lexical sections, grammar, working with a dictionary,



and preparing for exams. The e-textbook window provides content that allows you to easily navigate through the sections. The background section contains the rules for the pronunciation of certain sounds in different positions in the word. The grammar section contains rules and various exercises for working out the material. In each lexical section, the reader finds dialogues on various topics (the advantages here include adjusting the speed of reading dialogues), exercises on the passed lexical material, as well as some exercises on grammar. The textbook provides for the possibility of intermediate testing after each lexical section. The advantages can also be attributed to the presence of a voiced character who performs the function of a teacher and comments on the actions of the student, as well as gives tasks. This textbook presents more than 3000 different exercises and tasks (listen to and arrange the words in the correct order, listen to and fill in the gaps in the text, listen to and repeat, create a dialogue from the proposed phrases, exercises to choose the correct answer, etc.). Unfortunately, the textbook does not provide an opportunity to build a course individually in accordance with the knowledge and needs of a particular student, although the exercises in the content have different levels of complexity.

"Virtual English Tutor" by T. V. Ferenets is a computer course designed both for those who study the English language "from scratch", and for schoolchildren, students who study English independently or on courses. The textbook is mainly aimed at studying English grammar.

"Virtual tutor..." consists of 30 lessons: on the study of al-Favit, 2 phonetic lessons, the rest of the lessons – grammar. The tutorial is played by a flash player, so each topic opens in an Internet browser window. There is also a bonus section where the student can find audiobooks with fairy tales in English, books in electronic format, additions to the lessons in the form of tables on topics, as well as exercises with answers on the material of lessons for homework. It is prudent to provide links to download the necessary programs for playing lessons: an archiver, a flash player, as well as a program for viewing files in pdf format. The content of the tutorial is presented in a separate window. The lessons create the atmosphere of a real English lesson at school or university, all of them are voiced by the teacher. The lessons themselves are



presented in the form of a recording of the presentation, created with the help of the "Powerpoint" program.

As for the use of multimedia technologies and the associated capabilities of e-learning books in the English language, they are provided by the authors of the above-mentioned textbooks to a different extent: from providing a minimum dialogue between the student and the elements of the textbook to real interactivity. So, the textbook "Language Bridge" contains a convenient navigation system, in the main menu there are twenty lessons in the form of open books, when you hover over them with the cursor, lexical topics, grammatical rules and additional information presented in this lesson are displayed at the bottom. In the vocabulary and grammar sections, you can turn to the hint function, after which the student is asked to try again the part that he could not cope with the first time. This approach contributes to a more solid assimilation of knowledge. Points are awarded for each completed task, and the maximum number of points is also displayed. Thus, the student can assess for himself how well he coped with the exercises. In addition to the lessons, the student can refer to a separate grammar reference book, which contains all the main and additional topics of the course in separate tabs. For beginners, there is a voiced alphabet, transcription rules, reading rules, and stable letter combinations. All examples in these sections are voiced by male and female voices. In addition, the textbook contains an English-Russian dictionary, the advantage of which is an automatic word search system.

The multimedia content of this textbook makes it possible to increase the level of authenticity of the presented material. So, in the lessons, phrases that are actually used by the English in live speech are used, moreover, all the words are voiced by native speakers. The utterance of the phrase is accompanied by a vivid picture and a demonstration of the spelling of this phrase.

All this allows the textbook to form linguistic, linguistic, communicative and cultural competencies using the latest educational technologies. In the textbook of the publishing house "Digital Publishing", multimedia technologies are represented by voiced dialogues in pictures, voiced by a person-teacher, and a voice recognition system. Interactivity is fully characteristic of the sections with exercises, a voiced



character that reacts to all the actions and even to the inaction of the student, also contributes to the dialogue between the student and the system. The multimedia nature of "Language in Use" has already been mentioned above.

Thus, we see that the authors and developers of electronic textbooks, primarily their editors, do not always take into account the features of an electronic textbook, which significantly reduces its educational impact on students. Even less often, the specifics of studying a particular subject (in our case, a foreign language) and the role of an electronic textbook in the educational process are taken into account. As you know, the leading component of teaching a foreign language is not the theoretical foundations of the sciences, but the methods of activity, in particular speech: speaking, listening, reading, writing. In accordance with the psychological theory of activity, training in any type of activity occurs in the process of performing this activity, actions and operations associated with it. Therefore, in order to teach a person various types of speech activity, it is necessary to provide him with the opportunity for individual practice in the type of speech activity that he is interested in. This period of time takes over. The formation of skills in any type of foreign language speech activity is based on auditory-motor skills. Therefore, the priority in teaching foreign languages should be given to oral exercises. In addition, the specific tasks of the subject "foreign language" include the formation of a secondary language personality in students as an indicator of a person's ability to take a full part in inter - cultural communication (see: [8. pp. 86-96]).

This leads to an obvious conclusion: an electronic textbook on the English language should be prepared by the union of the author, editor and programmer in such a way that not only performs the general functions of an educational publication, meets its reader's address, the special requirements for electronic textbooks, as well as for textbooks on this discipline, but also fully implements the opportunities offered by multimedia technologies, so necessary for the most effective and high - quality teaching of a foreign language and the development of secondary language personality in students.



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