

## SELF-INSTRUCTED DISTANCE E-LEARNING OF FOREIGN LANGUAGES IN THE FAR NORTH OF THE RUSSIAN FEDERATION

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DOI: 10.7813/jll.2014/5-4/19

Received: 30 Aug, 2014

Accepted: 17 Nov, 2014

### ABSTRACT

In this paper, we describe the concept "self-development" in a context of philosophical, psychological and pedagogical science. The essence of process of self-development appears at different philosophical and psychological scientific schools. Definition of self-development of the personality in distance learning of a foreign language is given. Efficiency of application of distance education technologies for self-development of the personality is shown by practical consideration.

**Key words:** self-instructed distance e-learning; learning of foreign languages; self-development; creativity; personal development; information and communication technologies

Nowadays in conditions of scientific and technical progress, self-developing and self-educated persons are necessary in our society. The teachers' purpose is to create necessary conditions for students to form their skills of self-instructed learning. Learning of foreign languages is one of the main means of development of a modern person. A good command of foreign language provides the person's capacity, satisfies his social, cultural and professional needs.

Foreign language teaching in the Far North regions of the Russian Federation, particularly in the Sakha Republic, has its own features. For example, vast territory, distant locality, undeveloped infrastructure and seasonal character of transport lines of communication are the most common features. In these circumstances, we consider Distance e-Learning to be one of the most optimal form of foreign language learning.

The aim of our research is to define theoretically effectiveness of foreign language Distance e-Learning for formation of self-instructed learning skills. In our work, we hold to the definition of self-instructed learning by Leslie Robinson (1987) (1) which is as follows: "situations in which a learner, with others, or alone, is working without the direct control of a teacher".

In our work, we use the following research techniques: analysis of theoretical literature on the problem of the research, Distance e-Learning process modelling, generalizing of the entire research conclusions.

In our research, we based on our experience of many years of development, use and carrying out Distance e-Learning courses for university students and schoolchildren. So we have developed teach-yourself packages - sets of all-round e-Learning course materials. The findings of our research are published in scientific journals registered in the Russian Index for Science Citation (PIHL).

In pedagogics, there is a concept of self-training as deeply conscious creative activity for mastering skills of informative, communicative and other kinds of activity, on this basis, seizing necessary competence, and gaining the qualities providing personal self-development. However, specifics of self-training in psychological and pedagogical researches have not been revealed to the right degree. Teaching and self-instructed learning are dialectically interconnected as means and components of personal development: showing cognitive and verbal activity and making efforts based on positive motivation a person learns with other people's assistance. Accordingly, teaching acts as means of formation of self-training skills and self-training represents a product, result of training (2).

Due to the above, it is possible to note that self-training and independent acquisition of knowledge by the student in distance learning of a foreign language is possible only having promoted speech and cognitive activity on a target language and having created a motivational and semantic kernel of the personality.

Thus, N. M. Trofimova and E. I. Eremina emphasize, the mechanism of self-training is starts due to a contradiction between the formed, active informative interest and the level of development of the personality insufficient for satisfaction of his interest (2).

The creative pedagogics, which we consider as a project-based learning, is the mechanism of self-training in distance learning. The principles of creative pedagogics are a favorable condition for implementation of self-development of the personality. It is spoken well by that fact that one of the main tasks of an education system is education of creatively thinking experts having high intellectual potential.



Furthermore, as A.N. Kulik notes, the necessity of creatively thinking specialists in the education system was undated, so prominent teachers and psychologists (K. D. Ushinsky, A. N. Leontyev, L. S. Vygotsky, A. R. Luriya, Ya. A. Ponomarev, V. P. Zinchenko, O. K. Tikhomirov, N. F. Talyzina) developed and approved theories and methods of activation of creative activity, which allow to increase students' potential (3).

In brief, we will stop to define what we understand under the concept "creativity". There are two various points of view on this problem. In a number of researches (K. Cox, R. May, R. Torrens, K. Taylor, R. Rowe, etc.) creativity is considered as the highest form of thinking higher than usual cognitive acts. The turning point, which defines the nature of creative process, is existence a product that is solutions of a task. Within this direction, the creative thinking is opposed to logical thinking and considered only as an aspect of intelligence of the personality.

Other direction in understanding of essence of creativity as integrated phenomenon is widely presented in numerous researches of a number of Russian scientists (D. B. Bogoyavlenskaya, E. A. Golubeva, N. V. Druzhinin, N. S. Leytes, A. M. Matyushkin, E. L. Yakovleva, etc.) and in theories of humanistic psychologists of the West (A. Maslow, K. Rogers, V. Satir). The essence of creativity as manifestations of creativity comes to light on the basis of a combination informative (general intellectual) abilities.

In Russian psychological science which we adhere in our research, creativity is considered as "creativity" (творчество) - some special property of a human individual causing ability to show socially significant creative activity (4). Thus an adequate unit when studying creativity, according to D. B. Bogoyavlenskaya, is "intellectual activity of the personality", reflecting "informative and motivational characteristics of the creative person in their unity" (5). Intellectual activity unites intellectual (mental) abilities and nonintellectual (personal, motivational) factors of intellectual activity, but it comes to neither of them. Mental capacities, in particular ability to vigorous speech and intellectual activity, make the base of intellectual activity, and are shown not directly, and just refracting through a motivational (motivational and semantic) kernel of the personality. In consequence of it, creativity is understood as "a derivative of the intelligence refracted through motivational structure which either brakes, or stimulates its manifestation".

Thus, we established that creative methods of training (for example, a method of project-based learning), promoting speech and cognitive activity and forming a motivational and semantic kernel of the personality, develop student's self-training skills, independent knowledge acquisition skills. In this regard, information and communication technologies represent a variety of choices of means and forms of education and creativity development of a student, including technologies of distance learning.

Use of modern information and communication technologies in educational process for personal growth is spoken well by that fact that V. Robert, investigating their role in education, explains the process of formation of the personality as follows: "Revelation of the opportunities and abilities of knowledge given by nature, creative initiative, their systematic development, improvement and timely realization is the way which each person should pass in the course of formation of the personality. Modern social, psychological and pedagogical researches convince that the person who has realized himself, who has realized his creative potential is a noncomplex personality. And this, at least, is a necessary condition of comfortable existence for both the person, and the society as a whole for further movement on the way of improvement and self-improvement" (6).

In our work, we rely on findings of the Russian researchers of a problem of distance learning, such as A. A. Andreyev, M. Yu. Bukharkina, A. V. Bukharova, V.A. Kalney, V. Kanavo, S. S. Kravtsov, E. S. Polat, I. V. Robert, A. V. Hutorsky, etc.

For Distance e-Learning we understand the combination of Distance Education and e-Learning which is characterized by the extensive use of Information and Communications Technologies (ICT) in the delivery of education and instruction and the use of synchronous and asynchronous online communication in an interactive learning environment or virtual communities, in lieu of a physical classroom, to bridge the gap in temporal or spatial constraints.

In order to create our own model of Distance e-Learning process in the Far North of the Russian Federation we base on the following didactic principles: the principle of a worthiness of an individual, the principle of definition being trained as an active subject of knowledge, the principle of orientation to self-development, self-training, self-education of the student, the principle of socialization of the student, the principle of a support on subjective experience of the student, the principle of the accounting of specific psychophysiological features of the student, the principle of development of communicative abilities of the personality.

In this regard, the didactic features of distance learning of foreign language provide new understanding and correction of the purposes of its introduction which we can designate as follows:

- development of abilities and skills of training and self-training that is reached by expansion and deepening of creative educational technologies and actions;
- stimulation of intellectual foreign-language speech and intellectual activity of students by means of definition of the purposes of the studying, dominating type of educational action;
- strengthening of educational motivation that is reached by accurate definition of the personally significant content of the teaching forming a motivational and semantic kernel of the identity of the student.
- Considering the previously mentioned and having compared with opportunities of the computer and computer telecommunication networks, we came to conclusion that the model of distance learning of a foreign language will include a system of training programs which:
- have to be substantial, have function of quick search of necessary information, contain built-in reference books, built on completely authentic training material;
- have to combine the theory and practice that creates prerequisites for formation of language and speech skills on a conscious basis, to promote multichannel training (use of verbal, graphic, sound support);



- have to cause the interest stimulating to speaking, have a communicative focus, offer a fascinating interactive form of work which strengthens training effect and increases motivation as a whole;
  - possess function of stage-by-stage management by process of mastering by foreign-language speech activity (detailed reasonableness of system of exercises and tasks in methodical, linguistic and psychological meanings), aiming at achievement of concrete practical results;
  - are to have adaptive character which allows to change the way of learning according to the feature of work of the student;
  - are to provide instant feedback (to make comments on each answer of the student), to provide the necessary required help, to conduct statistics of the worked material and mistakes.
- In order to achieve the aim of the research we have developed a model of Self-instructed Distance e-learning of foreign languages.

**Table 1.** Model of Self-instructed Distance e-learning of foreign languages

Educational activity		
Level of self-instructed learning skills	Dominant type of actions type of educational action)	Means of teaching
Formation of internal needs for self-organization of intellectual activity	Acquisition of linguistic knowledge. Speech perception and production exercises.	Preliminary acquaintance to new information technologies. Training within a basic level of foreign language skills with use of local multimedia computer training programs. Presentations, video clips, audio clips etc.
Shaping of independent activity skills in searching different ways of task solution.	Shaping of speech skills. Partially automated speech skills. Reproductive and productive exercises.	Work with interactive training programs. Training in separate types of speech activity, to aspects of a foreign language with use of multimedia tutorials in a local network (a chat session, e-mail, etc.) Interactive exercises.
Formation of self-education competence	Development of speech skills. Automated speech.	Implementation of project works on studying of culturological aspects of a foreign language with use of multimedia tutorials on the global Internet. Creative synthesis of communicative skills in the Internet.

At the first stage, we form internal needs for self-organization of cognitive activity of the student. Here the communicative and informative need for self-training is actualized. For this purpose, foreign language learning is carried out within a basic level of foreign language skills with use of local multimedia computer training programs such as Hot Potatoes, Professor Higgins etc. At this stage of the Model students learn to perceive and remember obtaining material in perceptual and reproductive exercises.

At the second stage students' skills of independent actions on search of different ways of the solution of educational tasks are formed, personal sense of activity becomes actual. Here profound learning of separate types of speech activity and aspects of a foreign language with use of interactive multimedia tutorials in a local network are offered (chat sessions, e-mail, etc.). Dominant type of educational action is performance of reproductive and productive exercises.

The third stage is devoted to formation of abilities of the rational organization of educational work in real actions of the self-education, which assumes formation of abilities on implementation of activity of self-change. Students gain the automated speech actions and, having formed positive educational motivation, are capable to realize project works on studying of culturological aspects of a foreign language with use of multimedia tutorials in the Internet (Philamentality, MOODLE, TinCan etc.).

At a stage of the Model of distance learning we assess student's level of self-instructed learning skills by V.P. Bepalko's criteria (7):

1. For the first stage of the Model: knowledge-acquaintance – recognition of objects, phenomena, processes, properties at re-experience of earlier acquired information; knowledge-copies – assume reproductive activity and application of received information.
2. For the second stage of the Model: productive actions on application of received information in the course of independent activity.
3. For the third stage of the Model: transformation-knowledge assumes possibility of creative application of received information by means of independent designing of student's own activity.

In the following work, we will submit the description and results of our experimental work on realization of the Model of Self-instructed Distance eLearning of foreign languages in the Far North of the Russian Federation; we will develop recommendations about didactic supporting and actions for the organization of distance e-learning of foreign languages.

Following the results of research, the system of Distance foreign language e-Learning courses in High north regions of the Russian Federation will be scientifically proved and developed. The system will promote formation of self-instructed learning skills of students.

The system will allow to create proper conditions for:

- for better pupils' training in foreign languages for the Unified State Exam to be enrolled in universities, particularly the North-Eastern Federal University;
- for development of foreign-language communication skills of students of universities for preparation for the international academic mobility programs and increase of their professional competitiveness.
- for language training of specialists of the organizations and the enterprises planning international cooperation.



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