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DISTANCE LEARNING SYSTEM MOODLE, AS A WAY TO LEARNING PROCESS OPTIMIZATION

Abstract: The article describes how to optimise the learning process by working in the Moodle distance learning system. It is about the advantages of working in this system, describes the work with the grammar aspect, when a student performs training and test exercises on grammar online.

Key words: training exercise, test, software, Internet resource, task, aspect, self-monitoring.

The use of modern technologies and Internet resources in the educational process is important and effective nowadays, since one of the competences to be formed in the educational process is the ability to acquire, with the help of information technologies, and use in practice new knowledge and skills, including those in new areas of knowledge not directly related to the sphere of activity, to expand and deepen one's scientific outlook.

The foreign language discipline certainly leads the way in the use of Internet resources among other disciplines. Many websites provide quality language learning resources. These include online exercises and tests, vocabulary on many topics, video lessons, audio materials and much, much more.

The installation of the Moodle distance learning system is a new quality level of foreign language learning. It is an interactive resource in any format, the

possibility to upload not only a text file, but also video and audio files, an objective control of student activity, and many other advantages of this system.

A special place should be given to grammatical tasks. In our enthusiasm for working with texts, we don't pay enough attention to grammar, one of the main aspects of language learning. The automatic mastery of basic grammatical phenomena is the basis of literate speech. Spontaneous communication is possible if the student is confident in the accuracy and correctness of the utterance. At the same time, with two, maximum four hours per week, spending class time on grammar tests or a large number of exercises is not a good use of time.

However, it is essential to check the learning of grammatical material. The control is not only information about the quality and effectiveness of the learning process, but also a feedback, which contributes both to improving the quality of the learning process, and its rapid correction. In addition, current and interim control have not only an evaluative function, but also a stimulating one, which is also important for increasing interest in language learning.

Let's start with the theory material. The Moodle platform allows you to link to online resources so there is no need to create a separate theory file. A link can be made to an English grammar guide, for example http://www.study.ru/support/handbook/ or https://learnenglish.britishcouncil.org/en/english-grammar or any other site. It is more effective if the link is already made to the right page for a quick transition.

This is followed by interactive training exercises and practice tests. If the tests and practice exercises (practice) are hosted on Moodle, the student performs them independently outside the classroom, and the practice hours can be used to work on the active aspects. This also saves the teacher time when checking especially the test tasks; after all, sometimes the student performs three or four attempts. It should be said that when a student starts any task in the system, an electronic diary is started by default and all grades are reflected there.

If the student has made several attempts, the highest grade is recorded in the diary. The student can view their marks at any time and correct them if they wish, i.e. make another attempt. It is also important that the control is as impersonal and objective as possible, as the system itself checks it.

Moodle allows you to create multiple choice, matching, and completion quizzes of various types. But there is also the option of creating interactive practice activities or quizzes in Hot Potatoes in HTML format, and exporting those activities to Moodle. There are five types of quizzes that can be created in Hot Potatoes, but the most convenient ones for the grammar aspect are: JClose, JQuiz and JMatch.

For example, when translating direct speech into indirect speech, you could use a type of test called gap-filling. In a multiple-choice test, you don't need to worry that the student will simply remember the answers on the second attempt. There is an option in the software such as individually setting up a random order of answers. With this option enabled the answer choices are shuffled each time the student starts a new attempt. This forces you to know and apply the rule rather than simply memorizing the answers.

When the goal is not to find a student's mistakes, but to eliminate gaps in their knowledge, then performing tests or interactive exercises at home in a quiet environment (an unlimited number of attempts can be programmed) is exactly what achieves the goal. In this case, when doing online tasks at home, a student is engaged in self-checking and consciously works on his/her mistakes. And it is self-correction and self-analysis that ultimately leads to minimization of mistakes. This approach stimulates effective learning, cognitive activity and self-development of the student.

Thus, the tasks on Moodle may look something like the ones shown in Figure 1 and Figure 2.

Fig. 1. on-line tasks   **Fig. 2. on-line tasks**
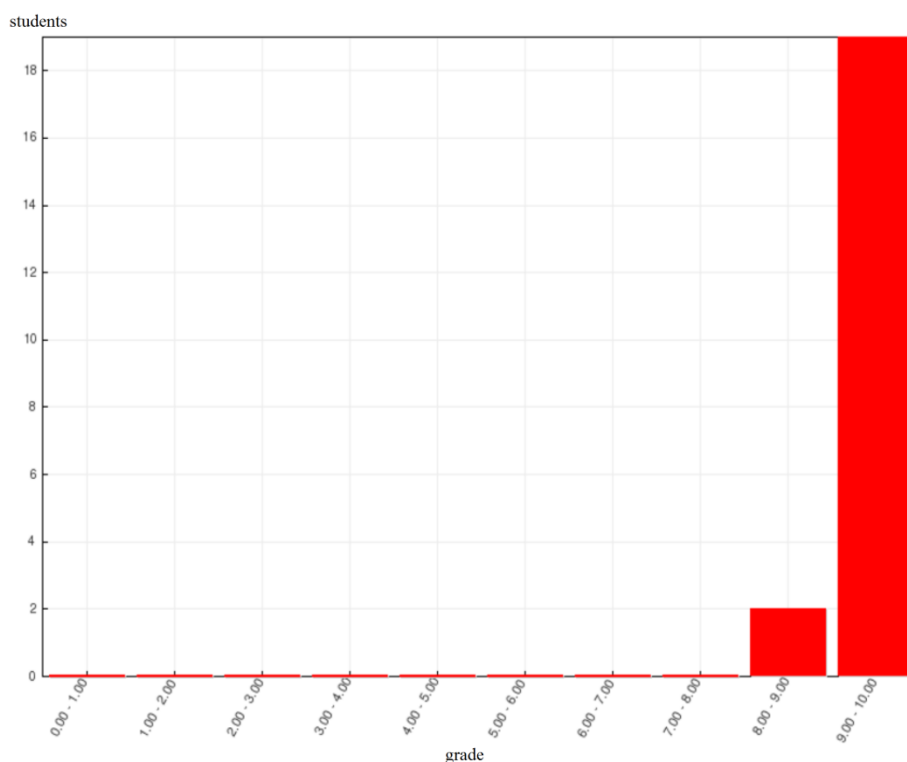

Figure 3. results of the final test

Having worked in the Moodle distance learning system for several years now, I have been convinced of the effectiveness of this form of learning from my own experience. It is worth noting that the university administration is interested in applying innovative technologies in the educational process and creates the necessary conditions for it.

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