

THE USE OF THE MOODLE E-LEARNING MANAGEMENT SYSTEM IN TEACHING ENGLISH

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ABSTRACT

The Moodle distance learning system allows us to create our own online courses and manage site content is a good example of the use of information technology in the modern educational process. Moodle distance learning system offers us a wide range of opportunities for full support of the learning process in a distance environment - various ways of presenting educational material, checking knowledge and monitoring progress. In this article, we shall discuss of the effective use of the Moodle e-learning management system in teaching English based on our experiences.

Keywords: Moodle e-learning management system, activities, teaching English, information technology, distance learning system, language skills.

INTRODUCTION

Currently, our country is in the process of active development and implementation of e-learning during the global outbreak Covid-19. The main reason for the emergence of e-education is a large amount of information: the modern world is developing rapidly, changes are taking place on a local and global scale. Therefore, students should be able to navigate well in the flow of rapidly outdated and constantly updated information, possess the skills to search and analyze the information they need. Such skills and abilities will come in handy in the future, since in today's professional environment there is a need for constant adjustment and improvement of professional knowledge.

The advantage of e-education has become an increase in the quality and accessibility of education for a wide range of people. In Uzbekistan higher education, electronic (distance) education has appeared relatively recently, so today questions about its features: the prospects for implementation and use in universities, the advantages of implementing modern information and communication technologies, methodological aspects of the placement of teachers and control materials in the electronic educational environment. In general, we can discuss about the active and effective use of information and communication technologies in the educational process in our country. Many universities in our country have already introduced a distance learning system called Modular Object-Oriented Dynamic Learning Environment (Moodle) into the educational process. The Moodle system belongs to the class of learning management systems - Learning Management System which allows us to design, create and edit work with the resources of the information and educational environment of the university.

Materials and Methods

The Moodle system require teachers who have basic skills in working with a personal computer, the Internet and e-mail can easily master the principles of working in the Moodle system, since its interface is convenient and easy to understand. Using exclusively the help

system, the teacher has the opportunity to independently develop in detail a curriculum in any discipline, including:

1) information and activity content (forums, wiki projects, online consultations with a teacher, guidelines, lectures, tests, situational tasks, multimedia resources, presentations, crosswords, additional materials for study, questions for exams);

2) evaluative content (analysis of the results of control activities by groups, reports on the work of course participants);

3) administrative content (user registration, role assignment).

Foreign language teachers are using a large set of Moodle tools to create and implement in the educational process electronic training courses of varying degrees of complexity in one of the basic disciplines. The content of each module of teaching foreign language (English) is represented by standard learning resources (book, hyperlink, folder, file, web page, etc.) and activity elements that require active participation of students (lecture, assignment, glossary, forum, chat, seminar, etc.), which makes it possible to diversify the presentation of educational material, methods of control and self-control of students' knowledge, to ensure communication between the teacher and all users of the course.

The most effective, in our opinion, educational elements for filling the course "Foreign language" are: glossary, database, task, book, lecture, test, Hot Potato Quizzes, forum.

The Glossary element, used in a standard way, allows the teacher to organize the work with terms. In the course "Foreign language" it is advisable to use the Glossary element to create a dictionary (Glossary / Vocabulary) both for micro-topics (Units) and for larger sections of the course (Modules). The Moodle system allows the instructor to create both a single course glossary and a global glossary available to all course participants. Lexical units entered in the glossary are highlighted in all course materials: they are hyperlinks to the corresponding articles of the glossary. When working with a text or assignment, a learner can click on such a hyperlink, and a translation of this lexical unit will be displayed in a small pop-up window. It is not only the teacher who can supplement the glossary: the participants of the "Foreign language" course can be invited to add words and expressions on certain topics to the glossary. In this case, the teacher can edit student records, grade them on a given scale, etc. Such work with lexical material is the most effective, since it motivates learners of a foreign language not only to carefully study the existing vocabulary, but also to correctly place new lexical units in the glossary (for example, when a student tries to enter an existing word / expression into the glossary, the teacher can delete it, depriving the student of points for the work done; if the word is spelled incorrectly, the student's point will also be reduced).

RESULTS AND DISCUSSIONS

To develop reading skills, we can use course elements such as a test and a lecture. The test offers questions for correspondence and multiple choices while the text, with its large volume, does not have to be placed in the assignment itself - it is enough to give a link to it, when you click on it, the text is downloaded to the computer. In this type of assignment, it is better to limit the time to complete, so that students do not abuse the vocabulary, but learn to understand the meaning of new words out of context. In the form of a lecture, you can submit cognitive texts, breaking them into several parts (pages), checking the understanding of each of them with the tasks presented at the end of each part. If they are successfully completed, the student goes to the next page, if the answer is incorrect; he is invited to read this page again. This significantly increases the student's interest in the material, moreover, the text can be provided with colorful illustrative material.

For the development of listening skills, such a course element as a test is suitable. Here you can use different forms of questions: multiple choice (one of several or several of several), embedded answers, matching questions. The HTML editor allows you to place an audio recording or video fragment and tasks for them on one page, which is very convenient. Using the settings, you can limit students in time or not limit it, which is preferable, since in this case weaker students can listen to the audio recording and watch video fragments an unlimited number of times.

To develop writing skills, tests and assignments such as essays are used, checked by the teacher. In tests, we can use various question formats, for example, multiple choice to practice the use of articles or linking words, or movement questions to develop coherence and consistency in the construction of a statement. When completing assignments such as essays, the student can send his answer in the form of text or an attached file. We can allow students to submit revised papers after they have been validated by the instructor for re-evaluation by selecting "multiple attempts." This order motivates them to prepare even better answers. Experience shows that this practice is better than traditional error correction, since the desire of students to understand and correct their mistakes increases significantly.

To create additional exercises, as well as lexical and grammatical tests, such a question form as nested answers is best suited, when students are either asked to choose the correct answer from several proposed ones (multiple choice), or give their own answer in the form of one or more words (short answer). We would like to note that the implementation of lexical and grammar tests in Moodle has several advantages over the traditional way of testing in class. First of all, tests in the distance learning system "allow, with a minimum amount of teacher's time, to objectively assess the knowledge of a large number of students" (Computer tests are perceived by students positively, since the verification of results is automatic and excludes the influence of the human factor. In addition, students see the assessment of their work immediately upon completion of the test. It should be noted that on an emotional level, they also perceive computer tests better, since in the future they easily reproduce examples from there.

It is known that the test performs not only a controlling function, but is also designed to systematize students' knowledge on the topic covered. But there will be no benefit if you do not make work on the mistakes. It is also known that even after analyzing the completed test in the lesson, not all students fully realize their mistakes. That is why it makes sense to do some bug fixing in Moodle. For this, the test is transferred to a training mode with an unlimited number of attempts, and the evaluation criteria are increased. For example, a student will receive "excellent" only when the test is performed by 97-100% (and not by 90-100%, as in the first, controlling, execution), "good" when it is performed at least 90% and "satisfactory", if the student does it by at least 83%. Our experiences show that the students who are most interested in success can take the test 5-6 times until they achieve a 100% result.

CONCLUSION

In conclusion, we would like to note that the distance learning system greatly facilitates the control of students' educational activities, since it allows us to track the work of each student individually and the quality of its implementation (which is impossible with frontal checking of homework in the classroom) and, accordingly, stimulates students to work more effectively. When the teacher's time is significantly saved, since the check is carried out automatically. After analyzing the results of the performance of a particular task, the teacher can focus on

those issues that caused difficulties, without wasting time on the analysis of successfully completed tasks which reduces the cost of training time.

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