



Analysis of the using Digital Interactive Internet Resources to Enhance Learning Efficiency in the University

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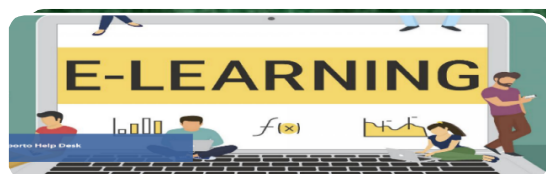
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Abstract

While confirming the urgency of the problem identified in the title of this research article, first of all, it appears necessary for us to consider the requirement of proficiency in a foreign language for successful business activity. The use of interactive digital resources for this purpose in teaching a foreign language in a non-linguistic university is proven. Examples of the use of resources for control as well as building language skills are given. The techniques for working with certain resources and the possibilities of their use in both classroom and extracurricular work are described. Namely: the effectiveness of the use of such resources in teaching a foreign language.

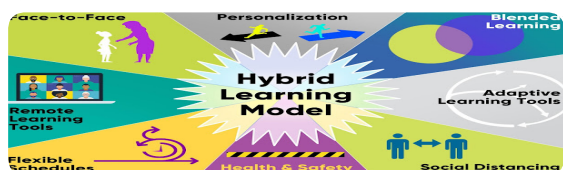
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e-learning
Digital interactive resources



Foreign languages
non-linguistic universities



Modern challenges
language education.

Introduction

Modern requirements for a university graduate provide for the formation of competencies in line with the current social system. Because we live in an ever-changing world, it should be kept in mind that the social system can change taking into account the newly emerged social, economic, domestic, and other conditions. This means that the individual must have the ability to think and adapt (in the good sense of the word) to new needs and exercise a willingness to accept the challenges associated with any type of activity.



Students should master the use of interactive digital resources

Taking into account the fact that the amount of information is constantly increasing, students should be taught rational methods of work, aimed at critical understanding, selection, and interaction with sources of information for its further application. Moreover, in modern conditions, an effective specialist must be able to work with information not only from printed sources but also to use multimedia material not only in his native language but also in a foreign language. During the years of study at the university, students must master the use of interactive digital resources that allow them to continuously develop in their further professional activities while remaining competitive in the labor market.

One of the mandatory requirements for a modern specialist is knowledge of a foreign language, the level of which is professionally oriented oral communication and the ability to receive, process, and use information in a foreign language to solve the tasks assigned within the framework. Capacity is designed to provide. Under their specialty, one of the tasks of teaching foreign languages in a particular university is to provide professionally oriented teaching of the language of the profession with the obligatory focus on the use of interactive methods of activity.



Ways to work with interactive sources to optimize learning

In addition to traditional methods, this goal can be achieved by purposefully and consistently using elements of e-learning [5], distance courses [4], as well as electronic interactive resources [3]. The purpose of this article is to solidify the methods and techniques of working with interactive sources to optimize professionally oriented teaching of a foreign language in a non-linguistic university. In this regard, it seems necessary to consider this task from several angles, namely:

- The use of interactive Internet resources addressed to the teacher to create their educational products;
- The use of resources by the teacher with the students;
- Independent use by students of interactive open-access resources to form and develop the necessary competencies.

Based on this, it is possible to differentiate groups of resources according to the way teachers and students work with them:

1. Interactive resource for the teacher, allows you to create tasks that complement the textbook material with "one-way communication within the "traditional" method.
2. Interactive resources that provide the ability to develop interactive tasks in a digital format, for students, for the teacher, and for students in a peer-learning way.
3. Interactive resources that allow students to participate in the creation of educational materials by interacting with them.

Let us consider in more detail how to work with each named group using specific examples, since the outline of the article does not allow you to cover in detail all types of digital resources, we will dwell on only a few of them. Which the author of the article finds most effective, based on the experience of working with them.



Objective of interactivity by the teacher

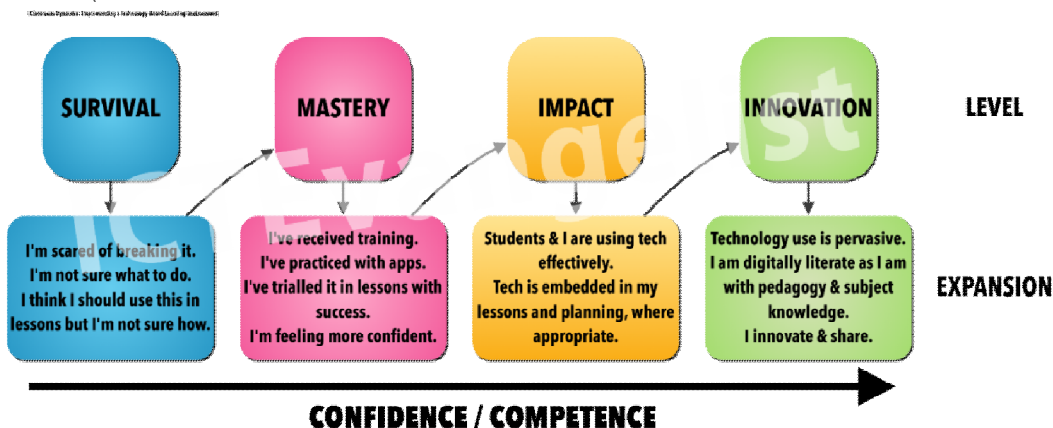
Before we look at the resources we referred to in the first group, let us explain what this means in our concept of "one-way communication". Works with one-way communication are proposed to include works presented in printed form and aimed at the formation of certain skills (spelling, lexical, grammatical), as well as monitoring their formation. Students do not have the opportunity to interact with such works, since the printed source, in principle, is not characterized by interactivity. Therefore, such actions are carried out within the framework of one-way communication, which means, for example, filling the gaps with further verification by the teacher or substituting words according to meaning. The performance of such tasks is not related to interactivity. In this case, interactivity is aimed at the teacher who can create such assignments on a free and free basis using the tools provided on the internet. To avoid unwanted advertising, this article will focus on such resources only. Examples include the following.

<https://www.goethe.de/lhr/prj/usg/deindex.htm>

This resource serves together with the Institute website and is addressed to teachers of the German language, although, as practice shows, it can also be used to develop assignments in other languages based on the Latin alphabet.

Teacher confidence in use of technology

based upon the work of Mandinach and Cline



Resource allows the teacher to create the following types of assignments interactively

Replacement work. This is both a classic "close test" and its modification. The interactive nature of the toolkit on the resource allows you to change the ordinal number of the word that needs to be replaced by a space, and also to choose which words should be removed from the text. This is how vocabulary control functions are obtained. However, knowledge of grammatical forms can be handled in the same way. You can perform substitution tasks, for example, the Participle II form or adjective interspersed functions to check comprehension of the text. These are tasks such as "arrange lesson pieces in a logical order" or "choose a title for each lesson section," with the resulting assignment being printed out and handed to students for completion.

An open-access resource designed for didactic purposes for the teacher

<http://puzzelmaker.discoveryeducation.com>

It is an open-access resource designed for didactic purposes, allowing the teacher to interactively create their assignments to control the vocabulary learned. Therefore, for the teacher, it is interactive, but the tasks involve their implementation on paper with subsequent verification by the teacher. Tools within this resource allow you to create tasks such as "crossword puzzles", "search for hidden words", "encrypted phrases", "and cryptograms". Besides the fact that such tasks allow you to train vocabulary, they also add variety to the educational process, as they are entertaining in nature. Crossword puzzles have proven to be the most effective. It can be used at almost all stages of foreign language learning. At the initial stage, translations of words are used, and for more advanced ones, a definition can be applied (the word corresponding to the definition fits into the crossword puzzle). Of the resources we referred to for the second group, the following have proven to be the most effective.



Resources for creating different types of interactive tests

The resource allows you to create a variety of interactive tests. Any registered user can write a test (registration is free) for both a teacher and a student. The advantage is that the site already has a huge number of tests on various topics, and they are all in the public domain. Therefore, sometimes you can only choose the one that best suits the specific learning situation. The advantage of this resource is that it can be used to implement a frontal form of control in the classroom. Each test on the site has a different code. Students are invited to visit the site from their gadget and enter this code, after which the teacher opens the test on the monitor, the students view the question, and enter the answer on their gadget, which immediately visits the site. Huh. The results are tracked and evaluated and everyone can view their score. This type of test has maximum objectivity, as the answer to the question is limited in time and the students practically do not have time to peek or consult anyone. Tests of this type allow you to check not only the degree of formation of language skills but also, for example, regional and other knowledge.

Resource www.mentimeter.com has the same capabilities where you can create presentations, as well as set up the controls described above.

It's easy. You only need to enter a set of vocabulary with translation once, then the site automatically controls a variety of functions, which allows you to learn vocabulary almost effortlessly, as all tasks are entertaining in nature. Ease of use, as well as the absence of the need to possess any special skills, this resource can be attributed to the resources of the third group, since the student will be able to master it, spending a minimum of time, which is not unimportant when they are busy.



This resource is for different types of vocabulary training tasks

<https://quizlet.com/>

This resource, like the previous one, also allows you to create a variety of tasks for vocabulary training. Its distinctive feature is that students not only create material but can also independently replenish it. Visually, the interface for remembering words is familiar to all flashcards. They are created as quickly, simply, and simply as possible: you just need to type a word and its translation in pairs. Training tasks are operated automatically. It should be noted that this site offers a variety of exercises: cards for memorization (an electronic analog of ordinary paper cards), choosing the right translation option, writing words by ear, and writing a translation of the proposed word. There are also games in the form of computer games. The resource is very user-friendly. The student making the first set of cards can send an "invitation" to anyone who wants to learn the vocabulary, which gives them access to this material.

Therefore, resources given as examples and so on can improve the effectiveness of teaching a foreign language due to the following inherent methodological features.

1. Availability. You can work with each of the listed resources, practically anywhere, all you need is a "smart" gadget in your hand.
2. Ensuring the strength of skill-building. The number of tasks on the training resource is sufficient to prepare the material and consolidate it.
3. Interactivity, leading to interactions:
 - Content creators and content creators;
 - Consumer of materials and materials;
 - Producer and consumer of material through the electronic resource.
4. An individual approach, which is carried out due to the user's choice of tasks of a certain complexity, as well as the presence of a large number of tasks, which only the user can limit.
5. The diverse nature of training and testing tasks, allows you to avoid routine work and creates prerequisites for the successful assimilation of theMaterial.



Conclusion

The effectiveness of the use of the above and other resources was confirmed by the author of this article by the experience of their use in the educational process. Finally, it seems necessary to note that the choice of certain methods of work, sources of information, as well as an electronic resources, should be based on a rational approach to their use [2] and should always be based on practical.

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