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Lobar Yakubova

Karshi Engineering-Economic institute
English language teacher,
Department of Foreign languages

FOREIGN LANGUAGE ACQUISITION THROUGH MOODLE PLATFORM

Abstract: In 2020 year, teaching through MOODLE platform was being popular, and in need due to Covid-19, however, it gave a lot of progress to science: changed teaching system, enhanced learners' linguistic and technical (computer-based knowledge) skills more than ever before, promoted creation of virtual atmosphere for teachers and learners. Furthermore, English language have been taught to engineering students through this platform, as result, they all set learning English and being assessed electronically. The article reveals the role of computer-based tests as an integral component of an ESP course for engineering students who need to communicate both in written and spoken contexts effectively in English. Computer-based tests are considered effective up-to-date means of control. In addition to this, the role of electronic tests in optimization of the teaching process is reviewed. Electronic data (contexts, videos, tests) have been designed with in order to fully improve learners' linguistics and subject matter skills. Besides, this e-learning have reflected target needs of learners at Karshi Engineering-Economic institute, Karshi, Uzbekistan.

Key words: MOODLE platform, e-learning, tests.

Language: English

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Introduction

The progressive development and diffusion of modern media and Internet technologies have resulted in the formation of the new global computer-mediated communication environment (Obdalova, 2009; Sysoev, 2012). In the current situation modern specialists need to communicate in a foreign language and proficiency in a foreign language, English in particular, has become an essential part of specialists' professional instrument to communicate and use. In connection with the existing situation, the objective of higher education institutions is to train future specialists to build a professional dialogue with their experts coming from abroad. The Moodle represents one of the most widely used open-source e-learning platforms, that enables the creation of a course website, ensuring their access only to enrolled students. This platform allows the exchange of information among users geographically dispersed, through mechanisms of synchronous (chats) and

asynchronous communication (discussion forums). In a functional perspective, it has easily configurable features, allowing the creation of student assessment processes (quizzes, online tests and surveys), as well as managing their tasks with their timetable, besides offering a wide variety of complementary tools to support the teaching and learning process. English have been taught to engineering students within 2020 year.

We carried out experiments; set up close-ended questionnaire for survey with students according to effectiveness of e-learning and English language acquisition, especially, increasing vocabulary data, comprehension skills. Increasing number of students participated in the interview with their different views. We made needs analysis of collected data; as a result, findings were more effective than expected.

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E-Learning

Using state-of-the-art IT in the foreign language teaching process, we do not only form the language skills, but also develop some other skills and abilities that allow forming both sociolinguistic and pragmatic competence. The development of this form of learning is nearly concerned in the e-learning development in terms of IT as a fundamental principle (Jih & Reeves, 1992).

In our experience, e-learning is training based on the use of information and telecommunication technologies as it delivers teaching materials to students via the computer net. This kind of learning is often used for distance courses (Hoole, 2012).

E-learning has several advantages:

- opportunity to choose the most interesting subject from the course for a student;
- autonomy and flexibility: students learn to be initiative in terms of time and place of learning;
- personal choice of pace of learning, a variety of tools (video, audio, animation, text, images) and activity forms (games, team work, individual activity);
- involvement in the leaning process by means of various learning platforms;
- wide possibilities in managing and consulting students to prevent possible misfits in learning despite difference in location of a student and a teacher;
- social equality is equal chance to get education in spite of residence, health status and financial statement.

E-learning may have also a number of drawbacks, such as:

- lack of social contact between a teacher and students, between learners themselves (if not provided by course moderation);
- possible gaps, poor understanding of the content of training due to insufficient tutors' monitoring;
- it requires strict self-discipline, high degree of consciousness, i.e. quite well-formed autonomy skills;
- the goal cannot be achieved in training if there is no well-organized counseling;
- educational process based on writing with no opportunity to express their knowledge in oral form can be stumbling block for some students;
- requirements for good technical equipment (computer and Internet access).

Blended learning can enhance students' motivation to learn due to the fact that students are free to choose the modules of the course, meet their needs when there are some gaps in knowledge. In addition, students receive online feedback from the teacher who helps to accept all the details of the course. Face-to-face classes let students prove appropriate and efficient state of accepting the teaching materials, get feedback and correct their obtained results (Cheremisina Harrer, et al., 2015).

Methods of Research

We made experiments; carried out a survey with forty students from the Faculty of Oil and gas engineering, Karshi Engineering-Economic institute (online). Survey based on close-ended questionnaire, focused on how effective MOODLE platform was for English language acquisition. Respondents were invited to be interviewed by us electronically (telegram platform) summer 2020.

Result

1. Ten of them responded:
We used e-learning platform more than ever, and it was more interesting than classroom teaching.
2. Five of them stated:
We preferred E-learning, concern is reflected on needs, as it enhanced their vocabulary background.
3. Five of participants gave personal views on e-learning:
Language acquisition electronically gave us more time, no limit, no restrictions.
4. Ten of respondents said that;
We prefer more classroom teaching, as it give us in time feedback what we have learned, and assessed, enthusiastic atmosphere.
5. Ten of them expressed their ideas differently;
Our prior experience and knowledge is increased thanks to electronically data stored in e-platform.

Conclusion

Teaching English to engineering students through MOODLE platform being in need because it fulfils language competence of learners in daily use. E-learning is more focused on innovative teaching than traditional one. Furthermore, it improves linguistics skills of learners, giving them more, time, more e-data.

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