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Zebo Pulatovna Aminova
Karshi Engineering-Economic institute
Associate Professor,
Department of Foreign Languages,
Karshi, Uzbekistan
abdinazarov_2017@mail.ru

THE GREAT INFLUENCE OF MOODLE PLATFORM ON EDUCATION SYSTEM; CHALLENGES

Abstract: Lots of changes occurring in all spheres of society, especially, in education, new technology have been created and transformed gave significant results in E-learning. To clarify, MOODLE platform formed new sphere of lifelong learning in the thoughts of learners and strengthened new era of education. To be more precise, this promote learners pursue their education and acquire necessary instructions on specialty through virtual ways in order to generate expected goals to implement. In particular, students felt this in the period of pandemic which gave a lot of lockdowns for humans to study in recent year.

Key words: MOODLE platform, English, ESP students.
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Introduction

Today is highly motivated and formed technology era with lots of inventions, especially in the sphere of education. Teaching languages through books is unable to involve learners to enhance their knowledge in subject matter or language, instead, teaching languages or subjects via virtual data motivating them to spend much time working on computer and preparing for exams and acquiring updated information via electronic resource.   To clarify, the progressive development and diffusion of modern media and Internet technologies have resulted in the formation of the new global computer-mediated communication environment [4,5]. 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 qualifications. Besides, a person created such an electronic platform that gave learners and teachers a great opportunity to accomplish in the time of stressed pandemic. To be more precise, this virtual input successfully enabled both of us to reach the aim of learning and teaching English and other subjects. Furthermore, this paper deals with the issues concerning impact of MOODLE platform in education system, challenges and outcomes.

The advantages of Virtual platform

There are different expressions used to describe educational computer applications, such as e-learning Systems, Learning Management Systems (LMS), Course Management System (CMS) or even Virtual Learning Environment (VLE). In these systems, students can access courses' contents in different formats (text, image, sound), as well as interact with teachers and/or colleagues, via message boards, forums, chats, video-conference or other types of communication tools [1]. These platforms provide a set of configurable features, in order to allow the creation of online courses, pages of subjects, work groups and learning communities [2]. In addition to the pedagogical dimension, these systems have a set of features for registering, monitoring and evaluation activities of students and teachers, enabling the contents' management via Internet. According to the

approach of Piotrowski [3], an e-learning platform represents a system, which provides integrated support for six different activities: creation, organization, delivery, communication, collaboration and assessment.

The essential requirements for the e-course should be also its attraction and visibility, presenting teaching materials in digital media in the forms of tables, charts, and other graphic objects. The most important task for course developers is to determine the conjunction of each activity with learning outcomes, as well as the deadlines for the activities and assessment criteria. On this stage guidelines and instructions for activity presenting, samples of assignments should be prepared, and peer-to-peer review activity is necessary to organize [9].

The presentation of theoretical material has also specific requirements:

• It should be visually attractive to encourage students

• a large amount of information should be avoided.

Undoubtedly, for self-study activities should be interactive with clear and specific instructions. The teaching material contains the most popular tools of the LMS Moodle "Book", "Glossary". The most of exercises and activities are presented by "Wiki", "Seminar", "Exercise", and «Quiz

To get complete information about learning outcomes, input, intermediate and final testing was offered to the students in the beginning. It requires a wide variety of interactive tests, such as multiple choice, matching, short answer, etc. to increase students' motivation to work independently on-line.

• section including information about units, instructions for units, the rating plan, teaching materials for vocabulary and grammar in textual, audio and video formats), a wordlist, interactive activities, instruction for essay writing and presentation), as well as Internet links as additional resources

• Assessment section (includes tests to determine levels of language skills)

The learning process is based on traditional teaching of a discipline and on-line learning, using the e-course developed in LMS Moodle for monitoring the students' self-study [10]. At the beginning students get teacher's on-line instructions in the classroom saving time for the quiz and the results discussed.

Research Methods

In carrying out experiments we use different research instruments such as interviews with applicable questionnaire form to fill out. In fact, we carried out a survey with group of students who studied at the Faculty of Oil and gas, Karshi Engineering-Economic institute, Karshi, Uzbekistan. The respondents were invited for online interview consisted of forty who actively answered to the variety of questions in the questionnaires via telegram. Furthermore, we collected data and made analysis. As a result, the findings were more productive than we expected because students studied English and subject matter via MOODLE platform, found this platform very good of teaching as it does not require limited time to learn and acquire. Questionnaire was close-ended.
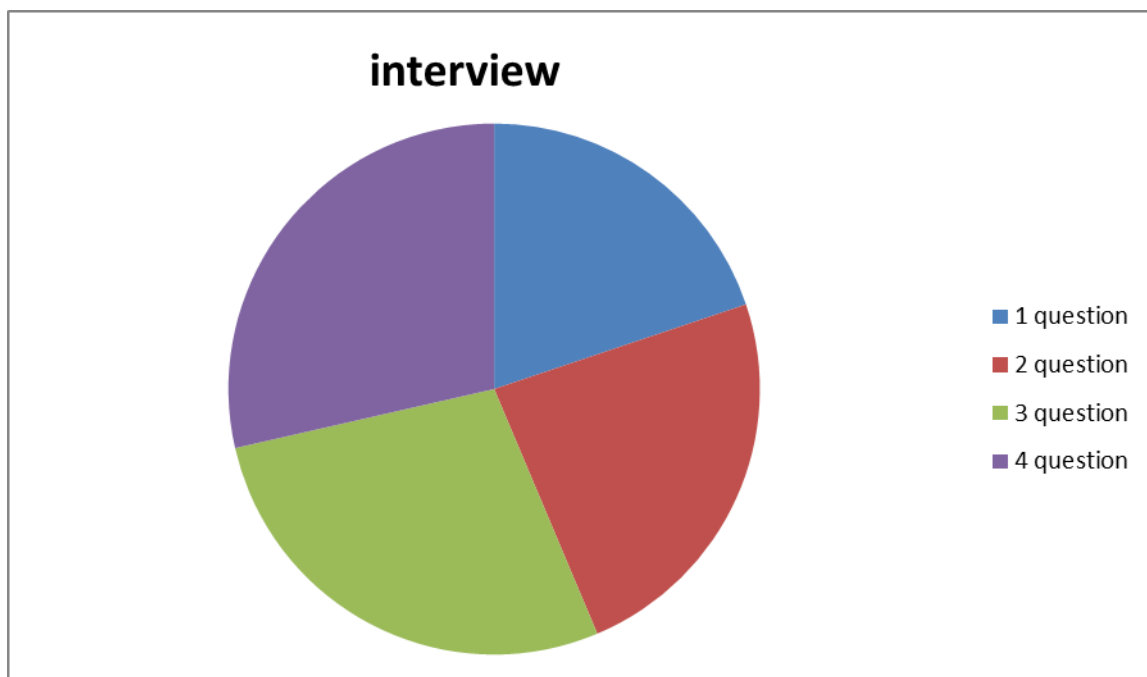
Picture 1.

Clarivate Analytics indexed

1. Ten students stated their expressions positively according to the question: 50% (how beneficial this platform for learning subjects?).

2. Ten respondents clarified their thoughts on the issues of (could you enhance your background knowledge via this platform?); 70%

3. Ten of forty pointed their views; 70% (how far could you manage your exams through virtual platform?).

4. Ten gave thoughts according to survey; 72% (could you successfully increased communication in English via this platform?).

Conclusion

In the recent years, technology era was highly developed and participants in this issue were succeeded in implementing target aims. Teaching through MOODLE platform was very popular not only in Karshi but also over the world because threatening Covid-19. However, it still does making students learning via virtual platform. We made an experiment with ESP students at this above-mentioned university, with research instruments (interview, survey). The main aim of teaching through this platform is to develop linguistic competence of learners (communicative and written). The notion of communicative competence is considered to be one of the underlying theories of the communicative approach to foreign language teaching. Communicative competence is defined as the ability to use the knowledge of a language correctly and appropriately in order to communicate competently and accomplish the goals of communication.

According to Dнаz-Rico and Weed [7], communicative competence is the one that allows the user of a language to know "when, where, and how to use language appropriately". Canale and Swain[6] defined communicative competence in terms of three components: grammatical competence: words and rules; sociolinguistic competence: appropriateness; strategic competence: appropriate use of communication strategies.

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