DEVELOPMENT OF COMMUNICATIVE COMPETENCE OF STUDENTS ON THE BASIS OF LMS MOODLE

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ABSTRACT:

The purpose of the article is to study the didactic functions of MOODLE using the example of teaching English in the second year of a language university; highlight the basic principles of organizing foreign language teaching and independent work of students in the MOODLE system; to show the possibilities of developing the skills of listening, reading, and writing.

KEY WORDS: **Moodle. Self-education, autonomy, language competence.**

INTRODUCTION:

The globalization processes that have embraced all aspects of modern life place high demands on the foreign language training of students in universities. A future specialist must master the basics of professional foreign language competence, which we understand as the ability and readiness of a person to solve problems in professional activity (translation, teaching, etc.), based on a set of knowledge, skills, abilities and competencies [5, p. 199]. In the current conditions, ways and methods of enhancing the educational and cognitive activity of students are needed, stimulating their autonomy, creativity, interactivity. One of these effective and innovative ways is Moodle.

MATERIALS AND METHODS:

As follows from numerous publications and studies that have appeared in recent times, Moodle is such a system of online courses that includes various types of interactive tasks and multimedia materials, allowing teachers to flexibly manage the independent activities of students and to exercise control and quick feedback. What distinguishes Moodle from other methods of digital audio and video distribution is the presence of a single database on the university's server, which makes it easy to move, upload, edit, and create your own language products. The key to successful and motivated work is the organization of materials in such a way that the wording of tasks is varied and fun (inserting audio and video files, text materials, podcasts, wiki projects, databases and other interactive forms).

The student is an active subject of his own learning. Moodle is focused on the student as a subject of educational activity, his needs and interests in the field of learning and using a foreign language. Let us illustrate this position with an example. When passing the topic "Films and cartoons", students are invited to watch four English films "Pride and Prejudice", "Home alone", "Finding Nemo", "The Lion King" and make their own audio commentary on the movie they like. Then the students, using a special program Voice Thread, write down the commentary themselves, upload it to the Internet and attach it to the poster. After a certain time, the teacher reviews the work and evaluates it. In our opinion, the implementation of this task contributes to the fact that the student becomes an initiator, organizer, takes responsibility for the implementation and the final result. The student assimilates foreign language material as a result of satisfying the need for knowledge that has arisen in him, being an active subject of his learning.

RESULTS:

Personality-centeredness is about maximizing learners' capabilities. Moodle assumes the disclosure of the student's personal potential as a result of a special organization of independent work. How is this provision implemented in practice? On the topic "Films and cartoons", students are encouraged to write their own review along with audio commentary. Students collect information about the director, the actors playing the main roles, the genre of the film. They also touch upon the questions of the script, technical effects, costumes, music, etc. Then the finished reviews are uploaded to Moodle within the time period set by the teacher. He checks them, rates them and submits his comment. As you can see, these tasks stimulate students, help them create and publish products of their own language activity, and while at the center of this system is the student himself, as well as the knowledge and skills, competencies acquired in the course of work.

DISCUSSION:

Knowledge is drawn from the personal experience of students. Moodle widely uses what J. Dewey proposed. This is the "ego factor" (I factor), i.e. all training is refracted through the personality of the student, through his interests. The student informs about significant problems, interests using a foreign language. Hence, the teacher's task in relation to the content of the studied material is to choose such an authentic textual material, topics for discussion that appeal to the personal experience of students, their feelings and emotions, and encourage the expression of their own opinions and assessments.

CONCLUSION:

An example will illustrate this provision. On the topic "Films and cartoons", students are first invited to watch commercials about contemporary cinema. The next step is to read the text about the history of the development of these films. Further, students perform post-text exercises in the form of a true / false assignment. Answers are scored automatically on a 5-point system. An important point is also watching one film in order to learn how to express your attitude, evaluate what you see. Students discuss youth issues that directors affect in their films, as well as script, technical quality, acting, etc. From the above, it follows that for a more complete realization of the "ego factor" the teacher needs to choose material and formulate tasks in such a way as to maximize interest

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