Готовность студентов к реализации онлайн-модуля самостоятельной работы по английскому языку и подходы к его интеграции в учебный процесс

Введение. Переход к смешанному обучению в высшем образовании привёл к увеличению доли самостоятельной работы студентов и персонализации обучения, что предполагает учёт мнения студентов. Цель статьи – проанализировать мнение студентов относительно интеграции онлайн-модуля самостоятельной работы в процесс изучения английского языка и определить подходы его реализации.

Материалы и методы. Основным методом исследования является опрос студентов 2-3 курсов неязыковых специальностей, проведенный в Тольяттинском государственном университете (сентябрь – ноябрь 2021 года). Анкета состояла из 15 вопросов в трех блоках: “Личные цели для самообучения”, “Навыки самостоятельного обучения” и “Мониторинг онлайн-процесса самообучения / Обратная связь”. Оценка достоверности результатов анкетирования проводилась с применением ф*-критерия Фишера при p < 0,01.

Результаты исследования. Проведённое анкетирование выявило положительное отношение студентов к введению онлайн модуля: получение дополнительных знаний (77%) ф*эмп = 8.068; самостоятельное изучение профессиональных текстов (65%) ф*эмп = 4.306; личный темп и успешность (67%) ф*эмп = 4.907. К трудностям, по мнению студентов, относятся: взаимодействие преподавателя и студентов (82%) ф*эмп = 9.822, необходимость в самоцене без участия преподавателя (68%) ф*эмп = 5.204.

Учёт данных анкетирования позволил определить новый подход к пониманию самостоятельной работы студентов: онлайн модуль, структурно и тематически скоррелированный с офлайн обучением, позволяющий студентам выстраивать собственную траекторию обучения за счёт наличия алгоритма выполнения заданий, образца финального ответа и автоматизированности оценивания результатов обучения.

Заключение. Онлайн-модуль самостоятельной работы по английскому языку определён как позитивный тренд, обеспечивающий автономность в выборе языкового контента, не зависеть от непосредственного контроля преподавателя. Интеграция Онлайн-модуля способствует модернизации педагогических практик и служит ответом на современные вызовы образования.

Ключевые слова: онлайн образование, навыки самообучения (самообразования), иноязычная компетенция, модульное обучение, готовность студентов к онлайн обучению, смешанное обучение, интегративный компонент смешанного обучения.

O. N. BREGA, G. V. KRUGLYAKOVA

Students' readiness to online English language self-learning module and approaches to its integration into the educational process

**Introduction.** The transition to blended learning in higher education has led to an increase in the share of self-learning and personalized education, which demands taking into account the students' opinions about the variety of teaching methods. The purpose of the article is to analyze the students' readiness to the integration of the “Online Self-Learning Module”, when learning English and to its implementation approaches.

**Materials and methods.** The main research method is a survey of the 2-3-year students of non-linguistic majors conducted at Togliatti State University (September – November 2021). The questionnaire consisted of 15 questions in three blocks: “Personal goals for self-learning”, “Self-directed learning skills” and “Monitoring of online self-learning process/Feedback”. Survey results reliability evaluation was carried out using Fisher criterion ($\varphi^*$-criterion) ($p < 0.01$).

**The results.** The survey revealed a positive attitude of students to its integration: desire of extra curriculum English training (77%) $\varphi^*_{\text{exp.}} = 8.068$; need for skills of professional texts independent study (65%) $\varphi^*_{\text{exp.}} = 4.306$, personal pace and achievements (67%) $\varphi^*_{\text{exp.}} = 4.907$ Weaknesses, according to the students, include: nonawareness of the teacher-students interaction algorithm (82%) $\varphi^*_{\text{exp.}} = 9.822$; the need for self-assessment and reflection (68%) $\varphi^*_{\text{exp.}} = 5.204$.

We determined a new approach to students' self-learning: extra curriculum online task with its modular approach, structurally and thematically correlated with offline learning; the availability of the students’ guidelines and the tasks fulfillment algorithms, the sample for the final answer, and automated evaluation of the assignment assessment.

**Conclusion.** Students identified the “Online Self-Learning Module” for English as a positive trend that will allow them their personalized English learning, to be autonomous in choosing language content, not to depend on the teacher’s direct control, and to increase their self-organization and self-reflection. Integration of “Online Self-Learning Module” involves the educational technologies modernization and serves as a response to the current challenge of the education.

**Keywords:** online education, self-learning skills (self-education), foreign language competence, modular training, students’ readiness for online learning, blended learning, integrative component of blended learning

For Reference:
Introduction

Taking into account the UNESCO’s Global Education 2030 Agenda and especially one of its imperatives that is “to reduce barriers to skills development and technical and vocational education and training ... and to provide lifelong learning opportunities for youth and adults” [1; 12], as well as the Council of Europe’s language education policy with the European Language Portfolio [2] and Common European Framework of Reference for Languages [3] as tools, the authors of the article should state that the students’ readiness to self-organization of their educational and cognitive activities and the ability for long-term self-education and self-development planning have been and remain urgent issues in the training of specialists in high school. The English language, being the most important discipline in the block of educational disciplines of any major programs, is, in our opinion, an obvious scope here for debate.

The significance of the training planning, the activities forms adoption, new ways of self-learning evaluation are determined by the contemporary labor market, which needs highly qualified, mobile, self-confident professionals ready for self-improvement. Moreover, the training should be carried out alongside with a day-to-day increase of the students’ autonomy, the possibility of an individual pace of training and an individual study path.

Thus the analysis of the existing scientific and experimental experience in this zone allowed to identify the degree of development of this issue and showed a number of possible areas for improvement. The ones are illustrated under.

After study of some widely known definitions of the closely related notions of “autonomy”, “independent learning”, and “self-learning”, the authors came to conclusion they are conceptually relevant. “Autonomy” of the student is an ability to take the responsibility for their educational activity concerning all aspects of this educational activity: establishment of goals, determination of content and the sequence, the choice of the used methods and techniques, management of mastering process, assessment of the received result. While autonomous training the teacher becomes a partner and a stimulator of training process, teacher encourages students to find ways of learning that suit them, what works for them and mean something for them, teaches students to evaluate themselves and what to do to improve, guides students to work outside the classroom. And students, in their turn, control and estimate their own knowledge, become aware of their own strengths and areas that they need.

The learner’s autonomy is important as it shows students how to be autonomous learners; teachers set them up successful for life by creating autonomous learners. They help them think critically about their learning and understand what they need to do to improve. Some researches have shown that good learners are autonomous and successful people, and they are autonomous as well. “Autonomous learning is a personalized way of learning applied by individual to find out his own learning needs and learning goals” [4].

“Independent learning” is an ability to make informed choices, taking responsibility one’s learning activities, as well as motivation and feeling confident, reflecting on one’s learning and deciding whether it has been effective or whether you need to try another approach. But independent learning does not mean learning on one’s own. Shearing with someone else encourages each other. This may be the most effective way of working independently.
According to Malcom Knowles, who provided the earliest and most widely adopted definition of self-directed learning as: “a process by which individuals take the initiative, with or without the assistance of others, in diagnosing their learning needs, formulating learning goals, identifying human and material resources for learning, and evaluating learning outcomes” [5].

And some studies depict correlation between English language learners’ online self-regulation and their self-efficiency [6]; and they include analyses of students’ motivation and attitude in a computer-assisted language learning environment [7]. “By paying attention to personal details, such as hobbies, interests, careers, and histories, their instruction can be personalized to sustain or enhance their motivation” [8] Having analyzed multiple points of view and vision based on different conceptual approaches the authors of the article declined to framework the term “Self-learning” as the basic one within the logic of this article.

In the context of the study, the concept of "self-learning" is understood as an additional activity of students to improve their English language proficiency, rather than completing homework received during classroom training. At the same time, it is important to notice the merits of online self-learning in: a) the willingness and motivation of a student to work autonomously, the skill level in self-learning for each type of speaking activity; b) a beneficial environment taking into account the above conditions; c) optimal training forms [9]; d) an implementation of a regular monitoring and consulting assistance system [10].

According to the work by Francis autonomy learning is creditable as it: (1) gives the same opportunities for different levels of students; (2) develops students’ self-assurance, responsibility and attention [11]. Other researchers show connection of the emotional intelligence with the autonomous learning where the last is defined as the control on feelings, wishes, optimism, confidence, adaptability, drive for achievement, communication, conflict management, and the ability to cooperate, which are associated with emotional involvement which are essential elements of autonomous learning [12].

But at the same time some disadvantages are seen: (1) students and teacher’s communication is focused on individual learning, thus, is a lack of close contact [13]; (2) and as a consequence this mode is quite uncomfortable for teachers and students with different learning strategy, different learning goals and achievements of each learner [14].

Thus, all the above stated self-learning features for the personality autonomy development within the language study process can be profitably combined in the form of blended learning that is defined as an educational technology, and is integrated teacher-led (face-to-face) learning with online learning, involving elements of student’s self-control over the path, time, place, and pace of learning, as well as combining the learning experience with the teacher and online [15]. Blended learning as a straightforward and emerging technology results in improvement of students’ success and satisfaction when compared with face-to-face courses [16].

Full-time training as a regular contact of the student with the teacher allows to provide an individual study path, discuss problems, correct mistakes. The distance learning system offers students multimedia opportunities and gives them the chance to study everywhere and at any time, supports autonomous learning, helps to become “active learning manager” [17]. Classroom and extra curriculum educational activities as well as precisely-structured system of feedback enable fostering the basis of knowledge transfer in high school [18].

And since one of the main goals of modern high school is to elicit students’ self-development in a foreign language acquisition on a higher level thus this is impossible without everyday autonomous educational process. Consequently, the blended courses,
which are hybrid and take advantage of both remote and on campus opportunities, are extensively being imbedded in the contemporary language education [19]. In turn, many studies emphasize that the implementation of blended learning is most effective through the use of a modular approach. And many scientists currently consider the modular approach as one of the most effective and promising ways for curriculum planning in higher professional education, based on the autonomy of each module, but at the same time on their integration and mutual goal. For example, Yu.Y. Kovaleva in her research states that modular courses in the system of English language training in a technical university implement an approach with smaller, “bite-sized” pieces of instructional materials or chunks of educational material, given in portions, adapted to the material student study, systematically mastered within different activities forms. At the same time the approach follows the idea of the students’ independence when achieving a specific goal in the process of working with the module, and step-by-step monitoring of learning results, drawing up and maintaining an individual rating of the student contribute to the rapid adaptation to educational and teaching activities and updating the content of training [20].

It should be mentioned that the issue of student 'perception of English online self-learning must not be left without regard in the study and its matter is one of the most difficult to research and interpret, as different attributes of learner autonomy may be included in the research and should be considered as the process from a psychological, methodological, procedural point of view.

Materials and Methods

The purpose of the article is to analyze the students’ readiness to online work when learning English and review approaches to its organization. The main research method is a survey of the 2-3-year students of non-linguistic majors at Togliatti State University, in the period from September to November 2021.

Survey about the online English language self-learning had the following blocks and the statements.

**Personal goals for self-learning** (that centers on the learners’ assessment of their learning needs)
1. I am ready to combine offline and online forms of English language learning.
2. I need the additional English offline classes for additional language acquisition.
3. I have positive forecast of English self-learning effectiveness.
4. I am sure my learners' motivation increases during the online English language self-learning.
5. I prefer more personalized education with the online English language self-learning.

**Self-directed learning skills** (learning skills scope on the self-directed learning performance)
6. I hope for the online English language self-learning effectiveness, that can improve my self-organization and time management skills.
7. I need particular professionally related educational materials and activities for the online English language self-learning.
8. I can choose the self-learning professional language materials appropriate for my future career.
9. I can benefit self-pace leaning during online learning as it is suitable for my English
10. I see positive prospects of the online work impact on my team interaction and collaboration skills.

**Monitoring of online self-learning process/Feedback** (self-assessment and teacher-student online collaboration forecast)

11. I am eager to reflect on my English learning results.
12. I prefer my teacher to evaluate my English learning progress.
13. I am aware of the existing list of online English language self-learning activities varieties and I am responsible for their fulfillment.
14. I prefer more teacher-directed tasks during the online English language self-learning.
15. I am ready to demonstrate my learning progress and result achievement.

Survey results reliability evaluation was carried out using Fisher criterion ($\phi^*$-criterion) where a representative sample was 100 answers and $p < 0.01$, that allowed to scale of students’ readiness for online self-learning at each stage of work.

**Results**

The results of the questionnaire about students’ readiness to the online English language self-learning

The issue of student's perception of the online English language self-learning is one of the most difficult to research and interpret, as different attributes of learner autonomy may be included in the research. The development of the questionnaire for students was done in compliance with the purpose, objectives of the study and with regard to some foreign and Russian scientists’ researches.

Based on the analysis of existing studies and our own experience, we have developed a questionnaire: it consists of three blocks representing a psychologically constrained cycle of self-regulation which every student goes through for tackling various learning obstacles: planning – processing – reflection.

To analyze the results of the survey, factor analysis was applied and two factors were identified that significantly highlight the results of the survey, e.g. the answers "yes" – factor 1 and "no" – factor 2 (see Table 1).

The first block of the questionnaire was aimed at personal goals for the online English language self-learning. It showed that the percentage of positive responses was 52%, negative was 48%. Moreover, a significant number of students understand the need for additional study of English and are ready to devote time to this; particularly they approve online learning (77%) and believe that the online English language self-learning can not only increase their motivation to learn a foreign language (50%), but they are also certain that the online English language self-learning can improve their level of foreign language proficiency (55%). However they have low expectations about the online English language self-learning as a tool for their personal learning goals achievement (38%).

The second block researching “Self-directed learning skills” showed that according to the survey, it is difficult for students to plan and organize their activities and assess study efficiency. Students are ready to personalize language content for self-learning (65%). They understand that the online module can advance their self-organization and time management (51%).
### Table 1

Results of the students survey about the online English language self-learning

<table>
<thead>
<tr>
<th>№</th>
<th>Attributes</th>
<th>&quot;yes&quot; %</th>
<th>&quot;no&quot; %</th>
<th>φ* exp if ( p &lt; 0.01 )</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Readiness to combine offline and online forms</td>
<td>40</td>
<td>60</td>
<td>2.85</td>
</tr>
<tr>
<td>2</td>
<td>Desire for the additional English offline classes for additional language acquisition</td>
<td>77</td>
<td>23</td>
<td>8.068</td>
</tr>
<tr>
<td>3</td>
<td>Forecast of English self-learning effectiveness</td>
<td>55</td>
<td>45</td>
<td>1.414</td>
</tr>
<tr>
<td>4</td>
<td>Certainty in learners’ motivation increase for studying English during the online English language self-learning</td>
<td>50</td>
<td>50</td>
<td>0</td>
</tr>
<tr>
<td>5</td>
<td>Views of more personalized education with the online English language self-learning</td>
<td>38</td>
<td>62</td>
<td>3.429</td>
</tr>
<tr>
<td>6</td>
<td>The online English language self-learning effectiveness in Students’ self-organization and time management skills growth</td>
<td>51</td>
<td>49</td>
<td>0.283</td>
</tr>
<tr>
<td>7</td>
<td>Need for professionally related tasks for the online English language self-learning</td>
<td>50</td>
<td>50</td>
<td>0</td>
</tr>
<tr>
<td>8</td>
<td>Choice of the self-learning appropriate professional language materials</td>
<td>65</td>
<td>35</td>
<td>4.306</td>
</tr>
<tr>
<td>9</td>
<td>Self-pace leaning advantage suitable for different learning styles with the online English language self-learning</td>
<td>67</td>
<td>33</td>
<td>4.907</td>
</tr>
<tr>
<td>10</td>
<td>Positive prospects of the online work impact on interaction and collaboration skills</td>
<td>18</td>
<td>82</td>
<td>9.822</td>
</tr>
<tr>
<td>11</td>
<td>Ability of reflection on English learning results</td>
<td>45</td>
<td>55</td>
<td>1.414</td>
</tr>
<tr>
<td>12</td>
<td>Preference to teacher’s evaluation of English learning progress</td>
<td>68</td>
<td>32</td>
<td>5.204</td>
</tr>
<tr>
<td>13</td>
<td>Ability of informed choices and responsibility taking for the online English language self-learning activities</td>
<td>43</td>
<td>57</td>
<td>1.987</td>
</tr>
<tr>
<td>14</td>
<td>Preferences for more teacher-directed tasks during the online English language self-learning</td>
<td>65</td>
<td>35</td>
<td>4.306</td>
</tr>
<tr>
<td>15</td>
<td>Eagerness for learning progress and result achievement demonstration</td>
<td>28</td>
<td>72</td>
<td>0.723</td>
</tr>
</tbody>
</table>

The answers in the “Monitoring of online self-learning process/ Feedback” show that students’ progress control and their success appraisal by a teacher is very important for students (68%), online interaction between the teacher and the student is particularly significant for students (65%). Moreover, they have not experienced the attempts of self-reflection (45%).

In addition, the ratio of positive and negative indicators on all issues ranges from 50% to 52%, respectively. This is graphically shown in Figure 1.

As can be seen from the diagram, the “yeses” (52%) and “nos” (48%) numeric values differ slightly in block 1 "Personal goals for self-learning”, in blocks 2 and 3 (“Processing”, “Reflection”), we observe an equal distribution (50% / 50%) between the “yeses” and “nos”. The application of the Fisher criterion to verify the survey results showed that \( \phi^{* \text{exp.}} = 0.566, \phi^{* \text{exp.}} = 0 \) [21]. Hence, we conclude that students are not confident when answering the questionnaire. And they have little idea how to do the tasks while the online English language self-learning. The result is explained in our opinion by the lack of such experience does not allow them to give a definite answer. A significant part of students (67%) liked that learning English will not depend on the work of other students (as in the classroom), there is no distraction because of others’ achievements or failures, moreover the students...
feel more comfortable as they are not time limited when learning English online. We see this aspect as very important and it persuades us that students during the survey favor the online English language self-learning.

The students’ responses analysis also revealed that in each block (Planning-Process-Reflection) there are moments that cause students' approval and also their reluctance to the online English language self-learning. This sample is shown graphically in the following Figure 2.

The diagram shows the ratio of students’ positive and negative attitude calculated using the Fisher criterion is the following: “Planning”: $\varphi^*_{\text{exp.}} = 5.944$; “Processing”: $\varphi^*_{\text{exp.}} = 8.006$; “Reflection”: $\varphi^*_{\text{exp.}} = 5.944$ [21].
Guidelines for integration of “Online Self-Learning Module” with the classroom education.

The collected and processed empirical data allowed to determine the opinion of students regarding the role and importance of the online English language self-learning, which indicates the students prospective readiness for online self-learning. Moreover there is significant contradiction between awareness of the importance of online work and uncertainty in the choice of learning strategies.

All the research results described above allowed the authors to determine methodological approaches to the online English language self-learning organization. First, it is appropriate to talk about an integrating approach and synergy effect of all training techniques that is understood as the effect of factors’ power combination, giving rise to a whole outcome that is greater than the simple sum of its parts [22]. At the same time, the skills improvement does not occur sequentially and linearly, but in a complex way, strengthening the learning effect of each other. This synergy allows students with different levels of English language efficiency and learning motivation to build an individual study path and develop skills for modern communication as in the educational environment, as well as in professional interaction. Such self-learning and classroom work hybrid extremely requires developers to carefully consider the training language content proper correlation, to contribute to the students’ motivation growing. Thus, we focus on the modular approach as fundamental for development of the “Online Self-Learning Module”.

The following technique to build learners autonomy is to offer choices from a list of activities and exercises, to offer the learners’ own way of learning to choose but also to create differentiation by having teaching materials level labeled of ability they are will always be able to find something which they can access and do. This increases students’ engagement in the whole learning process, so a teacher could offer a menu of skills. The teacher’s role is to monitor and support the students and set targets. English outside class without teacher’s guidance is hugely beneficial in terms of students’ English development and in terms of their skills for life. Hence, the personalization of learning, as evidenced by the results of the survey (65%), should be put at the forefront when organizing the “Online Self-Learning Module”.

The next point is to choose the right types of the online English language self-learning activities, e.g. reading, speaking, writing, experiment projects, whereas making professional -video podcast in team may benefit as it covers all the speech skills and diverse factors influencing on the development of students’ creative independence. Automatically assessing training tools as a summative assessment have their input as well.

Thus, we consider that fundamental in this process is students’ sense of inner need of extra training and personal ability in mastering English. Following the sequence of our research and understanding the psychological difficulties to independent speech production in English, we arranged Online self-learning stages: Motivating, Guided training, Creating, Result and Feedback; and designed tasks parts sequence, the students’ activities algorithm, which helped to eliminate uncertainty at the beginning of work and practice speaking skill when discussing the products with peers (see Table 2).

The presented algorithm of the “Online Self-Learning Module” remains the same in each semester. The possibility of online assignments allows students to study at their own pace, not to be distracted by the successes or failures of their peers, to fulfil more tasks than they can cope with in class. Language acquisition in this form results in the students’ constant eagerness and ability for self-learning, mastering English.
Table 2

Algorithm of the “Online Self-Learning Module”

<table>
<thead>
<tr>
<th>Online self-learning stages</th>
<th>Tasks parts sequence for language efficiency formation</th>
<th>Students’ activities algorithm at each stage of self-learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>Students’ study guidelines</td>
<td>Identify the studying goal and the structure of the response pattern Determine the algorithm of the task</td>
</tr>
<tr>
<td></td>
<td>Video with sample oral statement</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Assignment guidelines</td>
<td></td>
</tr>
<tr>
<td>Processing</td>
<td>Structure Exercises for coherence and cohesion training</td>
<td>Practice coherence and cohesion skills doing lexical and grammatical exercises</td>
</tr>
<tr>
<td></td>
<td>Statement content template</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Lexis and Grammar Exercises</td>
<td></td>
</tr>
<tr>
<td>Creating</td>
<td>Speech tasks, role-plays, cases for statements</td>
<td>Build his own statement, focusing on the Checklist for self-assessment</td>
</tr>
<tr>
<td></td>
<td>Checklist for self-assessment</td>
<td></td>
</tr>
<tr>
<td>Reflection</td>
<td>Final Work - video file with the student’s statement</td>
<td>Create a video file with a speech on a given topic, taking into account the assessment criteria and requirements Participate in the discussion of own and other students’ presentation</td>
</tr>
<tr>
<td></td>
<td>A list of cliché phrases for expressing own opinion, encouragement, agreement, objection, etc. Samples of building personalized phrases</td>
<td></td>
</tr>
</tbody>
</table>

In the context of conducted research, the synergy of the classroom modules (teachers-students offline interaction) may be supplemented with the imbedded “Online Self-learning Module”, which allowed the blended learning model that implements all forms of participants’ interaction in the educational process, their offline and online mediation. Creating a digital learning culture of the English learning environment is essential; moreover, it is compulsory not to apply digital technology sporadically, but to make it an integrative educational element sustaining a positive digital learning environment.

Discussion

The authors of the article go further and, developing the idea of the need for students’ self-learning, propose an extracurricular module, which allows students to select their own learning path, be free to choose activities and the time of their completion, not depend on the teacher’s direct control.

Considering the study significance, we should point out that we agree with foreign scientists who understand the online self-learning process bases on a number of strategies. The most prominent is metacognitive strategy which is related to the autonomous learning [23]. The online self-learning research relevant autonomy substrategies should be subtracted from the Autonomous Learning Strategy list illustrated by Sariçoban: progress organization, purposes and aims determination, the purpose of language tasks identification, the aims of language tasks planning, practice opportunities establishment, self-management", self-monitor, and self-evaluation [24]. Above stated means there are lots of ways a teacher can engage students in their learning with resources, technologies, different learning modes, but the most important thing to do is to raise students’ awareness of their learning [25].

Taking into account learning strategies is extremely important for understanding the concept of self-learning. Thus, O’Malley and Chamot proposed “three types of strategies, namely metacognitive strategies (selective attention, planning, monitoring and evaluating learning activity), cognitive strategies (rehearsal, organization, inferencing, summarizing, reducing, imagery, transfer, and elaboration), and social / affective strategies (cooperation,
questioning for clarification, and self-talk)” [26]. In this context, the authors of the article supplement and expand their opinion and introduce online English language self-learning into three blocks: Planning - Processing - Reflection, which allows students to purposefully apply these learning strategies and acquire soft skills. The results and conclusions of the authors of the article complement the approaches of foreign researchers as follows: the autonomous English learning is seen from the point of view of teachers and students’ perception of the process [27], the scientist Dang [28] categorizes the attributes of learner autonomy as initiating, monitoring, and evaluating.

The authors of this study consider online English language self-learning as an extra curriculum module enhancing in class activities, and it should be developed according to the conducted research outcomes. These include: extra curriculum module is embedded in the educational process, logically and thematically correlates with the topics studied during the classroom; includes a set of methodological instructions and tasks; is provided with a final sample instruction, the analysis of which allows students a model of the final product. Without any teacher’s help a student can easily benefit from tasks guidelines, learning activities algorithm, fulfilling strategy, thus, working in the classroom and online students may improved such skills as planning, organization, implementation, monitoring, analysis and reflection during their educational activities. And as a result, to deepen and expand the students’ language and professional skills.

This study contributes to the expansion of the concept of students’ autonomous learning, considering it from the point of view of an online module implemented within the framework of blended learning, which allows to:

- harmonize the ratio of classroom and the online English language self-learning, which is understood as additional activity of students for their English competence development, rather than completion of their homework received during classroom lessons;
- facilitate cooperation and remote interaction of teachers and students mediated with specially developed language content;
- use training materials and appropriate tools available online; instructions for completing tasks (training materials with guideline), samples of the final product;
- provide an opportunity for teacher’s feedback, student interaction as their opinions and comments exchange, students’ self-assessment and the teacher’s evaluation and guidance.

Conclusion

The results of the study showed that in modern conditions, students positively assessed the possibility of using online English language self-learning. Despite the general optimistic trend in grades, students also see negative aspects, which are primarily related to the need for self-organization, time management that is particularly difficult for them. Almost half of the respondents hope that this form of work will improve their knowledge of the language, increase motivation, because they will be offered interesting forms of tasks. This gives students the opportunity to independently build the educational self-development path at their individual educational space: choose the module / modules to study on the topic of interest, the language level to master, and the forms of individual work. In addition, most students
diagnose that online English language self-learning forms is an inevitable digital tool providing educational mobility.

The prospect of further research is the embedment of the developed the “Online Self-Learning Module” in the university language educational environment; students’ attitude to English learning dynamics monitoring; and assessment of the students’ skills development during the academic year with qualitative and quantitative indicators. The research results expand the capacity of blended learning and will contribute to the transformation of the university language study environment. The worked out methodology has its prospects to adapt educational approach to meet modern social challenges and educational trends, and undoubtedly facilitate the transition from the traditional model of learning to an integrated digital education.

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Information about the authors
Olga N. Brega
(Russia, Togliatti)
Cand. Sci. (Educ.), Associate Professor of the Department of Theory and Practice of Translation Togliatti State University
E-mail: onmatveeva@tltsu.ru
ORCID ID: 0000-0002-4620-5242
ResearcherID: AAB-1351-2020

Galina V. Kruglyakova
(Russia, Togliatti)
Cand. Sci. (Educ.), Associate Professor of the Department of Theory and Practice of Translation Togliatti State University
E-mail: gvk.tlt@mail.ru
ORCID ID: 0000-0003-2318-6111