

USE OF WEB 2.0 SERVICES IN ORGANISING INDEPENDENT WORK ON A FOREIGN LANGUAGE FOR UNIVERSITY STUDENTS

USO DE SERVIÇOS WEB 2.0 NA ORGANIZAÇÃO DE TRABALHOS INDEPENDENTES EM LÍNGUA ESTRANGEIRA PARA ESTUDANTES UNIVERSITÁRIOS

USO DE SERVICIOS WEB 2.0 EN LA ORGANIZACIÓN DE TRABAJO INDEPENDIENTE EN LENGUA EXTRANJERA PARA ESTUDIANTES UNIVERSITARIOS

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ABSTRACT: This article analyzes the potential of WEB 2.0 services for foreign language teaching. The aim of the research is to find out the possibilities of WEB 2.0 services usage for effective organization and realization of students' independent work (individual and group work). For this purpose, 266 sites with the potential to be used for foreign language teaching were selected and analyzed. As a result, the types of WEB 2.0 services that can be used for independent work on a foreign language have been selected. For each type of service, the possibilities for individual and group work were considered. In the article conclusions were made about the effectiveness of using WEB 2.0 services as a way to organize and implement students' independent work on a foreign language.

KEYWORDS: WEB 2.0 Services. Language teaching. Independent work.

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RESUMO: Este artigo analisa o potencial dos serviços WEB 2.0 para o ensino de línguas estrangeiras. O objetivo da pesquisa é conhecer as possibilidades de utilização dos serviços WEB 2.0 para a organização e realização efetiva do trabalho independente dos alunos (trabalho individual e em grupo). Para isso, foram selecionados e analisados 266 locais com potencial para ensino de línguas estrangeiras. Como resultado, foram selecionados os tipos de serviços WEB 2.0 que podem ser usados para trabalho independente em um idioma estrangeiro. Para cada tipo de serviço, foram consideradas as possibilidades de trabalho individual e em grupo. No artigo foram feitas conclusões sobre a eficácia da utilização dos serviços WEB 2.0 como forma de organizar e implementar o trabalho independente dos alunos numa língua estrangeira.

PALAVRAS-CHAVE: Serviços WEB 2.0. Ensino de línguas. Trabalho independente.

RESUMEN: Este artículo analiza el potencial de los servicios WEB 2.0 para la enseñanza de lenguas extranjeras. El objetivo de la investigación es conocer las posibilidades del uso de los servicios WEB 2.0 para la organización y realización eficaz del trabajo autónomo de los alumnos (individual y en grupo). Para ello, se seleccionaron y analizaron 266 sitios con potencial para ser utilizados para la enseñanza de lenguas extranjeras. Como resultado, se han seleccionado los tipos de servicios WEB 2.0 que se pueden utilizar para el trabajo independiente en un idioma extranjero. Para cada tipo de servicio se consideraron las posibilidades de trabajo individual y grupal. En el artículo se sacaron conclusiones sobre la efectividad del uso de los servicios WEB 2.0 como una forma de organizar e implementar el trabajo independiente de los estudiantes en una lengua extranjera.

PALABRAS CLAVE: Servicios WEB 2.0. Enseñanza de idiomas. Trabajo autónomo.

Introduction

The informatization of modern society could not fail to have an impact on the education system. The content of education, methods, approaches, organizational forms of educational work and methods of evaluating the results achieved are being updated and transformed in the light of the rapidly developing digital environment.

The popularity of the Internet and computer technology among young people and in society as a whole has created the preconditions for the successful integration of information and communication technology into the educational process (KAPUSTINA, 2020; NUZHA; SMIRNOVA, 2012).

The advantages of using information and communication technology in the educational process are to activate cognitive activity of students, to form research skills, to increase motivation for learning, to increase the effectiveness of classes, and to improve control of results (TIMOFEEVA; KAIL, 2014).

WEB 2.0 is a modern concept of Internet development, which is based on social services, its essence is the active participation of users in the formation of content. The main attention is paid to the organization of interaction between service users in the form of public exchange of information resources (text messages, photos, video fragments, etc.), mutual evaluation and marking of content. The main source of information in WEB 2.0 are ordinary users, each of whom can take part in the development of the network (GRINEVICH, 2014).

The accessibility of WEB 2.0 technologies extends to the educational process. In education, WEB 2.0 is first and foremost access to learning tools via a browser. Such technologies provide students with the opportunity to express their individuality, to work together in a team, while preserving the copyrights.

The importance of these technologies for teachers lies in the possibility of enhancing the potential of learning, including independent work. The main advantages of WEB 2.0 are:

1. Socialization - Students use language and in doing so learn to build relationships with other people;
2. Cooperation - Students can work together in groups;
3. Creativity - Students have the opportunity to create a media product that resembles a media outlet and has a real audience;
4. Credibility - The tasks and actions performed by students and the people they interact with are real life situations;
5. Sharing - Students can share what they create and learn from each other (PEACHEY, n.d.).

The aim of this paper is to analyse WEB 2.0 services, to identify the possibilities of their use to organize and implement effective independent work of students (individual and group).

In order to achieve the goal, the following tasks were formulated:

- 1) To examine the most popular services WEB 2.0, to identify their main functions;
- 2) To compare the functionality of WEB 2.0 services and opportunities for organizing and implementing effective students' independent work (individual and group) on a foreign language;
- 3) To identify types of WEB 2.0 services with high potential for the implementation of the organization and implementation of effective students' independent work (individual and group) on a foreign language.

Materials and methods

A random sampling method was used to collect the factual material. 266 websites with the potential to be used in foreign language teaching were selected and analysed. To compare the functionality of WEB 2.0 services and opportunities for the organization and implementation of effective students' independent work (individual and group) on a foreign language, a comparative method was used. To identify the types of WEB 2.0 services with high potential for the organization and implementation of effective students' independent work (individual and group) on a foreign language, generalization and systematization methods were used.

Results and discussion

As a result of the analysis, WEB 2.0 services with high potential for the organization and implementation of effective students' independent work (individual and group) on a foreign language were selected. The selected WEB 2.0 services were divided into the main types depending on their functionality. For each type the possibilities of usage for the organization and implementation of effective students' independent work (individual and group) on a foreign language were studied. The results are presented in Table 1.

The obtained research results confirm the possibility of using WEB 2.0 services for educational purposes, which has been noted by many authors (ALSAIF *et al.*, 2019; AVLENCHKOVA, 2017; KLOSTER, 2017; KOMPEN *et al.*, 2019; KOVALYONOK; SAZONOVA, 2017; KULAKOVA, 2020; TRUSHNIKOVA, 2017).

Table 1 – The main types of WEB 2.0 services, their functionality and possibilities of use for the organisation and implementation of effective students' independent work (individual and group) on a foreign language

Type of WEB 2.0 services	Functionality	Possibility of use for organisation and implementation of effective students' independent work	
		Individual independent work	Group independent work
Services for creation and/or storage of documents.	Texts: adding, storage, sharing.	Individual writing; writing letters to each other.	Co-writing a common coherent text; mutual evaluation of each other's writing.
Services for creating and/or storing presentations.	Presentations: adding, storing, sharing.	Individual creation of presentations.	Collaborative creation of presentations.
Services for creating surveys and tests.	Existing surveys and tests; teacher-created surveys and tests; student-created surveys	Individual creation of surveys and tests for use in class.	Collaborative creation, taking surveys and tests.

Type of WEB 2.0 services	Functionality	Possibility of use for organisation and implementation of effective students' independent work	
		Individual independent work	Group independent work
	and tests.		
Services for creating didactic games.	Prepared didactic games; teacher-created games; student-created games.	Individual creation, passing through games.	Co-creation, sharing, passing through, competition.
Services for creating mind maps.	Building mind maps; generating word cloud.	Individual creation of mind maps to present results in class.	Joint creation of mind maps; work with word cloud generator based on results of student survey, texts created by students.
Video hosting services.	Adding, storing, sharing videos.	Creating videos to be shared and discussed later.	Cooperative creation of videos to be shared and discussed later.
Photo and slideshow services.	Adding, storing, sharing images.	Creating/sharing images to be shared, discussed.	Joint creation/sharing of images to be shared, discussed.
Blog writing services.	Creating a blog (posting).	Blogging.	Sharing blogs, exchanging opinions.
Services for the creation of wiki-newspapers, virtual boards.	Creating a page accessible for a group of users, allowing all participants to fill it with content.	Individual content creation: texts, notes, documents, images, audio, video, links to external sources.	Joint filling of a page with content: texts, notes, images, audio, video, links to external sources, comments, opinions.
Social networking services.	Creation of education-oriented groups, communities in social networks.	Individual content creation: texts, notes, documents, images, audio, video, links to external sources.	Shared community content: texts, notes, documents, images, audio, video, links to external sources; ample opportunities for discussion, commenting on materials, evaluation; having discussions.

Source: Prepared by the authors

The advantages of using WEB 2.0 services include:

- Availability of WEB 2.0 services (the vast majority of services are free, in some there is a free version with some functionality limitations);
- Ease of use (to use services you need only an Internet browser, without downloading or installing additional software);
- Familiar to young people in the Internet environment of social networks, blogs, videos, slideshows, presentations, online games, etc.;
- Opportunities for practical application of the foreign language in real-life situations;
- Possibility of control, self-monitoring and mutual monitoring of students' joint activities;
- Development of independence, creativity;
- Increasing motivation for learning a foreign language.

For effective organisation and implementation of individual independent work the most important points are new formats of tasks for independent work: creating a video clip, mind-maps, games, blogging, etc. At the same time, high motivation for task completion is also supported by the subsequent presentation of the results, placement of the created content in the public domain. Traditional types of assignments for independent work on a foreign language get a new incarnation. For example, writing an essay, story, letter, article etc. is transferred into electronic form and becomes available for other students to read and evaluate. Oral topic presentation, report becomes possible in the form of a recorded video clip, supplemented by a prepared presentation, mind-map, collection of created images, etc.

For effective organization and implementation of group independent work the most important point is the possibility for students to work together on the task. Traditionally, a group task implied the need for students to get together in person to complete it, which was not always convenient. Therefore, the possibility to collaborate on an assignment in a remote format using WEB 2.0 services provides an opportunity to increase the share of group independent work.

Conclusions

The introduction and widespread use of information and communication technologies, the popularity and accessibility of the Internet, the concept of WEB 2.0 - all these factors have had an impact on the content and organisation of teaching, including foreign language teaching.

As a result of the analysis of WEB 2.0 services based on the criterion of their potential for use in the organisation and implementation of independent work, types of services have been identified. Among them, we can distinguish highly specialised services designed to work with a particular type of material and universal services that allow combining different types of material.

These types of services can be used in the organization of both individual and group independent work of students, allowing the use of new formats of tasks, transforming traditional types of foreign language tasks. The most important point is the possibility to effectively organise students' group independent work using WEB 2.0 services.

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