

E-LEARNING: VARIOUS ASPECTS OF INTERPRETING THE TERM

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Abstract: The article is devoted to the analysis of the term "e-learning", which is widely used in the academic and most scientific fields. This term refers to common, but at the same time, specific lexis. This paper examines the term e-learning from two perspectives: on the one hand from a narrower, technical point of view and on the other hand from a wider point of paradigmatic view. The formation of an accurate dictionary allows researchers and specialists in this field to communicate clearly and concisely with each other. Currently there is no such an accurate dictionary in the field of e-learning and e-education. This work considers various frequently used definitions of e-learning from the point of view of etymology, reveals specific characteristics and analyzes problems of definition inaccuracies. Furthermore, this article examines the relationship of the lexical units making up this term. This is the very concept of "learning" and the meaning of the term "electronic." Each of them, in turn, is defined, and the concept of e-learning is derived and classified.

Keywords: e-learning, learning, electronic, learning management system (LMS), contact, virtual, multimedia, portal, online, user.

Introduction

Accurate and precise definitions of scientific concepts are necessary for communication in certain areas for teachers, instructors, students and, in particular, for researchers who must build operational definitions. However, in the field of e-learning, such a separate, common dictionary does not exist yet, in spite the fact that the sphere has its unique history of development

and the corresponding scientific and theoretical base. As technology evolves, the definition of what is meant by e-learning continues to change. The words "e-learning" and "electronic education" came into our usage relatively recently, and we still tend to perceive them as neologisms.

Despite the existence of numerous studies, the intensive development of

lexicography, qualitative changes in the English-language vocabulary in the field of higher education, programmed by modern trends and processes, are still not well understood. This is undoubtedly due to the integration of information communication technologies in the educational process. In particular, the development of digital educational products leads to the attraction of new words to the sphere of English vocabulary of higher education, as well as new meanings from various pedagogical, sociocultural, scientific and technological contexts.

These are words such as: e-learning, computer-assisted learning, blended learning, virtual university, open university, learner-centered / teacher-centered approach, distance learning and others. In this regard, the English-language vocabulary in the field of higher education can be viewed as a kind of open system (V.I. Tuzlukova, 2002), which is based on integrative trends fixed in modern English in the world system of higher education; integration processes, complementarity of various scientific fields. Perhaps this study will contribute to a clearer definition of the vocabulary in the field of e-education, its main and specific characteristics, structural and semantic features and its functions and categorization.

Today, speaking of e-learning, we most often mean learning using web technologies. With the spread of the Internet in the 90s of XX century. Web-based learning is widely

used. Now you can download training materials sites, most often in the form of text or images. Initially, users on these sites could not comment on materials or create content. Later this principle of organization was embodied in the LMS (Learning Management System), which allows the teacher to organize the course content according to a standard scheme, including the division into lessons, modules (Prensky M., 1998)

According to various sources, the original term e-learning as a contraction from “electronic learning” was used for the first time in the interval between 1997 and 1999 in the USA. His introduction is attributed to specialists such as Elliot Maysi and Jay Cross (Sangrà, Vlachopoulos D., Cabrera N., 2012). We believe the productive approach of Y. B. Ruby, using in his text only the original English term. In the same text, the author poses the problem of finding a “unified e-learning platform” (Rubin Y.B., 2006), which is consistent with the task of standardizing and analyzing the technological foundations of e-learning.

E-Learning was defined by many researchers. Waterhouse (2003) defined it as a medium of computer technology that could be utilized to develop the application of learning and teaching. Moreover, The European Commission (2001) defines e-learning as “the use of new multimedia technologies and the internet to improve the quality of learning by facilitating access to

resources and services as well as remote exchanges and collaboration". Using a narrower concept, Rosenberg (2001) stated that e-learning permits data saving, sharing and updating while Horton (2006) believes that e-learning allows the building up of "learning experiences of information and computer technology". It is important to note that all definitions agree to the fact that e-learning involves using computer technology to facilitate and enhance learning. E-Learning in this paper refers to all digital tools, online instruments, virtual leaning environments, applications and resources that are used by institutions to enhance teaching and learning and to motivate students' independent learning.

To conduct original, meaningful research, a working definition framework is required. Terms and definitions should be consistent. In order to make significant progress in e-learning research, definitions must be semantically as well as promptly coordinated within and between articles. To highlight the current state of research, consider some of the definitions of e-learning, which are representative of our observations. The definitions discussed below can be classified into the following categories:

Technology-oriented definitions - this category mainly includes definitions from private companies and some scientists who emphasize the technological aspects of e-learning, presenting its remaining

characteristics as secondary. Representative samples of this category include the following: «E-Learning it is the use of electronic media for a variety of learning purposes" (Guri-Rosenblit, 2005); «E-learning means to take an online course using a modem, wireless or cable connection to access course material using a computer, telephone or portable device» (Governors State University, 2008); «E-learning is distance education through distance resources (courses)» (Marquès, 2006); «E-learning is the use of technology to provide educational and training programs » (E-learning portal, 2009).

Definitions, focused on the delivery system - this category represents e-learning as a means of access to knowledge (through teaching or learning). In other words, the focus of these definitions is the availability of resources, and not the results of any achievements. Characteristic examples of this category will be: «E-learning is an online education, characterized as independent or delivery of training and education in real time and via the Internet to the end user of the device» (Lee & Lee, 2006); « E-learning is the delivery of e-learning, training or an e-learning program» (Li, Lau & Dharmendran, 2009); «E-learning is defined as a delivered education, or training which is conducted using web technologies. » (Liao & Lu, 2008).

Communication-oriented definitions - this category considers e-learning an instrument of communication, interaction and

teamwork and defines secondary roles for its other aspects and characteristics. Typical examples of such definitions, which come mainly from the academic and communicative spheres, include the following: «E-learning is a learning based on information and communication technologies for pedagogical interaction between students and content, students and teachers, or among students via the Internet» (González-Videgaray, 2007); «E-learning - training that promotes the use of digital tools and content (content), which include some form of interactivity (interaction) or may include online interaction between a student and a teacher or peers» (Ministry of Communication and Technology of New Zealand, 2008).

This category defines e-learning as a new way of learning or as an improvement to the existing educational paradigm. Most authors belong to this category of work in the field of education. Some of the most typical examples of such definitions include the following: «E-learning is a broad combination of processes, content and infrastructure for using computers and networks to scale and / or improve one or more of the essential parts of the learning cost chain, including management and delivery» (Aldrich, 2005); « E-learning is defined as information and communication technology used to support students to improve their learning» (Ellis, Ginns & Piggott, 2009); «E-learning refers to

educational processes that use information and communication technology to be the link between synchronous as well as asynchronous teaching and learning activities» (Jereb & Šmitek, 2006).

According to Chaklikova A. and Kulgeldinova T., the formation of intercultural and communicative competence in terms of informatization of foreign language education is characterized by a high degree of efficiency, since the latest information and communication technologies, supporting the integration trends of knowledge of the laws of the subject area of foreign language education and information and communication processes, provide an effective organization of cognitive speech-thinking activity, the formation of socio-cultural background, the organization of the process of language disclosure as a mediator of cultures that is ultimately aimed at developing learners' personalities, raising his creativity, capacity to an alternative way of thinking.

The definitions of e-learning are diverse, in which one or another technology or a feature of the educational process is involved. All of them are true, since each of them reflects a particular goal pursued when using e-learning, uses certain technologies, or aims to implement the chosen format of training. Some definitions are less specific because they have no effect on the student and simply describe the existence of a

program in which, apparently, there can be no learning at all.

Analyzing the meaning of “e-learning”, let us pay attention to the second word - “learning”. In each textbook of general psychology and pedagogical psychology there is at least one definition of learning. Most of these definitions are similar in many aspects, but are quite varied in details to confuse. Taking into account these multiple perspectives and synthesizing these points, our proposed initial definition of the concept of learning is as follows: learning is the improvement of knowledge and behavior opportunities as a result of experience. We find that this definition is poorer, but includes behavioral and cognitive psychological perspectives. It defines learning as a positive change over time, improvement of the ability to learn, act, or both as a result of personal observation or interaction with the living world. This is a dynamic process: learning does not occur in isolation. Training is not limited to time, it is permanent. Personality changes as soon as it learns something, it will never be what it was before, no matter how small or trivial the learned lesson was. However, this definition is incomplete for our purposes. This definition of “learning” is a reasonable synthesis of those definitions referred to in the textbooks, but it lacks some important details to consider; in particular, there is no information about what limits learning, for example, the society or social context.

Education “learning” occurs in a particular situation. Between the situation and the student is constantly changing dynamics. Situational effects are as diverse as the number of individuals, and as specific as the individual, are in themselves unique. The person also changes as a result of experience with the situation, and the student can take actions that influence and change the situation. Thus, the complexities of learning lie not only in the individual, but also in the complex dynamics of the interaction between the student and the situation. Therefore, learning is the improvement of knowledge and behavior opportunities as a result of mediated experience, which is limited to interacting with the situation.

For learning there is more than one goal. Recognizing that learning is an ongoing process that occurs wherever and whenever a person is susceptible, there must be a place for different learning objectives (different learning intentions). In the end, learning situations can be formal (contrived) or self-directed in everyday conditions (naturalistic). Training can occur by design, or it can happen by chance. Therefore, bearing in mind these possibilities, the authors propose three main subcategories of training: 1) edification (instructions): goal-oriented training; 2) research: without goals; and 3) randomness: unintended learning.

Edification (instructions): goal-oriented learning - when we talk about schooling.

This is an educational model. In this type of training, which we call instruction, there is a student and instructor. The instruction is target / goal oriented. The defining characteristic of this subcategory is the interaction of students and instructors. In this context, students can accept either work results or learning goals, which leads to different dynamics in a given classroom.

Research without goals - this type of learning is itself / internally directed towards personal goals and interests. It is much more informal and is usually not related to the interaction of the teacher and the student.

Randomness is considered as unintended learning - learning happens simply because a person is confronted with information. Passively watching television, surfing the web, these are daily examples of this type of training - when a person is engaged in viewing reading, information is non-linearly absorbed by attracting one or another detail presented on a page that is not related to the user's initial goal.

Thus, learning is an improvement in knowledge and / or behavior opportunities as a result of mediated experience limited by

time and / or distance, so that the student does not share the situation with what he is learning. From this definition of learning follows our definition of e-education. E-learning is a formalized learning, where the temporal / geographical situation limits learning without providing personal contact between student and teacher, without requiring synchronous interaction between the participants of the process.

It is hoped that this proposed definition of e-learning, analysis, discussion and refinement of meaning is a necessary step in the development of e-learning as a scientifically researched object from a linguistic point of view. The formation and development of e-learning is closely related to both the development of innovative technologies and society as a whole. The role of the teacher is also changing, which turns out to be practically equal to the students in the modern world of accessible information. The development of e-learning, reflecting changes in society, offers to think about the new educational context of scientific analysis and research.

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