

ОСОБЕННОСТИ ОБУЧЕНИЯ ИНФОРМАЦИОННОМУ ЧТЕНИЮ В ЭЛЕКТРОННОЙ СРЕДЕ

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В статье рассматриваются особенности обучения информативному чтению в электронной среде. Проводится сравнительный анализ различных видов чтения и выделяются цели каждого вида. Обосновывается необходимость использования информативного чтения в профессионально-ориентированном обучении.

Ключевые слова: обучение информативному чтению; электронная среда; электронное обучение; управление обучением; управление учебным контентом; информативность.

FEATURES OF TEACHING INFORMATIVE READING IN AN ELECTRONIC ENVIRONMENT

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This report examines the specifics of teaching informative reading in an electronic environment. It provides a comparative analysis of various types of reading and highlights the goals of each type. The necessity of using informative reading in professionally oriented teaching is considered.

Keywords: Teaching informative reading, electronic environment, e-learning, learning management, learning content management, informativeness.

Nowadays it is impossible to imagine effective learning without an electronic environment. It includes the creation, storage and the use of electronic educational materials; it makes information exchange instantaneous and enables online communication and collaboration. E-learning is a progressive form of information delivery nowadays. It is impossible to find a university that doesn't utilize this technology. The vast majority of institutions utilizes the blended learning model (study and practice can take place both at university and at home), and many offer online courses. It is possible to pass exams online even if the subject was taught traditionally. The history of e-

learning's development has progressed, and four stages can currently be identified [1]. In the first stage, e-learning was simply an improved form of distance learning, using electronic means. In the second phase, e-learning began to be used for corporate education. E-learning as a systematic process is the third stage. It involves the development of software system, which have led to the international terminology of e-learning system. The following components must be considered: learning management, learning content management and subsystems for tracking learning outcomes. The fourth stage is e-learning, which is the alternative to the traditional in-person learning. Nowadays this stage is used today. Broadband internet connection is now available almost everywhere, making it possible to conduct classes remotely using face-to face learning technologies. Students not only independently familiarize themselves with texts and graphic information, but also participate in online learning activities remotely in a real time.

In general, the main advantages of e-learning are:

1. Freedom of access – students can access online courses from anywhere;
2. High quality education – these courses are created by a team of specialists, consisting of theoretical material and a well-developed practical components;
3. Low tuition fees – the educational process involves only the exchange of information via the Internet, without the expense of purchasing educational and methodological literature;
4. Dividing the e-course content into modules, makes it easier to find the material you need;
5. Flexibility of learning – the student chooses the duration and sequence of study;
6. Ability to learn on the job – without interrupting work, at home, or on the go using mobile internet;
7. Modernity – both teachers and students develop their skills using the latest modern technology;
8. Ability to define knowledge assessment criteria. Any course should conclude with a knowledge assessment, and these aren't just multiple-choice questions, but a simulated problem or case.

Of course, there are a lot of challenges. They include:

1. Quality issues (who and how can evaluate e-resources);
2. Legal issues (these relate to copyright protection);
3. Financial issues (these are costs of preparing and updating e-courses);
4. Staffing issues (it is necessary to train specialists capable and skilled at developing and updating such courses);
5. Lack of immediate feedback. With traditional face-to-face teaching, teachers receive instant feedback, respond to it, adapt the course material on the fly, and make it more accessible.

Clearly, e-learning is the future. one successful example of e-learning is learning informative reading. On the one hand, reading is one of the most leading forms of speech activity, on the other hand, modern conditions imply very rapid changes in the content of a specialist's professional activity.

Professionals are needed who can navigate the vast volumes of information, much of it electronic and in foreign languages. Specialists must be knowledgeable in their field and willing to expand their knowledge. Therefore, new types of reading, professionally oriented, informational reading, are increasingly relevant.

Here are the parameter of informativeness plays an important role. It is characterized by the amount of information a particular person is able to understand and absorb while reading a given text at a given moment. Using informative reading, students interpret the text, comment on it and evaluate it based on their associations.

What is important here is the completeness, originality, relevance and usefulness of information contained in the text. The student will use this information in their professional activities. An example of working with this type of reading is the following algorithm. Professionally oriented text is "What type of printer should I buy?" initially students discuss what they know about types of printer (dot-matrix, inkjet, matrix, image ptinter) and how they work. During the comprehension stage, students read the text and label it (e.g. v - already knew, + new knowledge, - thought otherwise, ?- doubt/ question). During the reflection stage students discuss in groups which ideas aroused their interest/doubt/ questions, which facts they have already known and which facts are new. These notes (knew, didn't know, thought differently, have a question) can later be used as a plan for retelling or summarizing the text.

During assimilative-informative reading, the student individually assimilates information from the text, comprehends the information. It is necessary to take notes, document concepts and statement in the text and identify key words and concepts. Students make notes «cluster» of the text content based on key and secondary facts. This cluster can be used when preparing for retelling and may be used as a control and feedback mechanism.

Creative-informative reading involves rereading the original source and one's notes. Its goal is to formulate and develop own thoughts on the topic [3]. It is possible to work with the «fishbone» graphic organizer. Fishbone (of using digital signals a scheduled diagram shaped like fish skeleton) students are introduced to the text's problem, which is written in the head of the fish skeleton (e.g. What are the advantages of using digital signals instead of analog one?). After identifying the problem, possible answers are discussed. The 'upper edges' of the fishbone represent students' knowledge of the topic before reading the text, and the «lower edges» represent their knowledge after reading it. at the end of the work students write their attitude toward the problem or a solution to

it in the «tail of the fish skeleton» (using the example of a question about signals students can explain how to use digital and analog signals in a short essay).

Using these types of reading helps teachers assess students' ability to engage in informative reading. Students themselves acquire and process professionally relevant information. Furthermore, this type of reading can be effectively used as a self-study in an electronic environment. This classification expands our understanding of traditional methods. It allows us to identify the features of the modern educational environment.

Библиографические ссылки

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