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MICROLEARNING: A WAY TO STUDY ONLINE

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Abstract. The article examines the main concepts of microlearning, as one of the methods to improve the student's involvement in learning, its advantages and disadvantages. The aim of foreign languages teaching should be developing communication skills. The introduction of new information and communication tools are currently undergoing change. This study analyses the development potential of the learner via microlearning. The learner's development allows him to develop as a student.

The aim of this research is to analyse eLearning teaching methods using gadgets and online resources. The microlearning takes into account the clip mentality (clip culture in English) acting as a filter against being overloaded with too much information; the authors of the article want to find an optimal combination of tasks. How can the quality of activities be improved by increasing the flow of information? Will the profound technological transformation change the way teachers approach the way they teach?

The absence of the «context» is characteristic of the clip. Man does not analyse the previously collected information, which leads to the loss of semantic links between the phenomena that exist in the context. A person with a clip mentality perceives information in a

fragmentary way, and is therefore not able to evaluate this information in relation to other information.

Our practical experience shows that there is a clear influence of the use of microlearning on learning activities. Translation sites, online translators offer the possibility to study the use of the word in context. The resources used in the classroom make it possible to listen to the pronunciation of the word in British English or American English (<http://woordhunt.ru/word/collocation>) or listen to the complete sentence with the necessary word (<http://context.reverso.net>). Microlearning can be used as a source of access to a new level of foreign language proficiency.

Keywords: mindset change, multitasking, microlearning

Introduction

In today's fast-paced world, a person has to solve many tasks and perform several actions at the same time. This information, particularly when it comes from various sources, is received chaotically throughout the day and the person does not have enough time for a thorough and concentrated analysis (Toffler, A. 1980).

A large number of techniques and training are currently devoted to the development of concentration. The researchers suggest to analyze even daily things that seem obvious at first glance. In this case, the most accessible method for us is reading because too much time spent in front of the screen can affect the student's concentration and cognitive development.

Gerhard Gassler introduced the term of "micro-learning" in 2004. Without being a new concept, micro-learning is based on the perception of the clip mentality characteristic of young people today. This option takes into account the characteristics of the human brain. This is why microlearning can be called one of the most successful methods for organizing the learning process (Artemeva I.N., 2012: 122). The short lessons, which can be stopped and resumed at any time, replace the traditional lessons.

Multitasking and lack of time dictate that the duration of learning is shortened.

Objectives/Purpose of the study

The objective of the research is to analyze teaching methods in eLearning using gadgets and online resources, taking into account the clip mentality (clip culture in English) acting as a filter against a surfeit of information (Kliuchnikov S.Y., 2001) and finding an optimal selection of tasks since multitasking could be difficult. The screens attract involuntary (captured) attention, as our eyes can be attracted by a passing fly. This represents a type of reflex reaction. This is done through the use of images that change constantly tiring the human brain.

When the student is attentive in class, he shows voluntary, sustained and active attention. Students direct attention to the subject, which is useful for understanding a lesson, doing exercises.

Methodology

That was our goal in setting up a pilot group for studying this issue on the basis of practical teaching experience. The objective of this study was to explore the possibilities of learner's development through microlearning.

The first question to be answered is the microlearning as a way to acquire language skills through classroom activities using modern technologies and gadgets. According to Frumkine, in this area we are making great progress (Frumkin K.G., 2010).

Microlearning consists of a series of modules or learning programs. The user accesses each new part of the course after having studied the previous part. Whether it is possible to move freely in the elements of the course. During the training, it is not necessary to stay at a specific place because it involves the acquisition of knowledge and skills by small blocks which can be quickly modified, reorganized or excluded, so that the course becomes more flexible and that the information obtained is more relevant.

Over-saturation with information

The second objective of the research consists in improving the quality of the activities in the situation of over-saturation with information. Information saturation is far from being harmless - this phenomenon has obvious negative impacts on concentration. Thus, in the "Dictionary of the practical psychologist" by S.Y. Golovin, there is information that, unlike conceptual thinking, the absence of "context" is characteristic of the clip mentality (clip culture). People do not analyze the information previously collected and perceive information in a fragmentary way which leads to the loss of semantic links between the phenomena that exist in the context.

Excessive use of the Internet can create a zapping vision that is too fast and superficial, depleting memory and synthesis skills. A person gets used to a constant change of messages in the information flow and needs new ones.

The practice of microlearning

Microlearning is defined according to the expected duration of a learning task (such as answering a question, memorizing or searching for information). The duration of a typical microlearning task is expected to range from approximately a few seconds to 15 minutes (Microlearning, 2019).

19 IT students of the International Academy of Business and New Technologies (12 young men and 7 young girls from a non-specialist group) participated in our study in Yaroslavl. The purpose of the study was to find relevant information from various sources.

The students were given the task of checking in dictionaries and Internet resources how to tell their age, when they worked for the first time. They had to use the forms of The Past Simple and The Past Continuous, speak briefly in English of the work they have done. Consequently, the task aimed at revision of verb forms (tenses) and numerals, using the English prepositions on, at, in. We suggested consulting an online dictionary for 10 minutes.

The students received this type of task in the previous lesson. The home task was to compose the monologue "My first job". Usually, students compose their monologue and post it on the teacher's website. Then they search for a photo or video. After presenting their story, the students answer the group's three questions. In this way the revision of the verbal timetable and numerals in English takes place in a different form. The number of questions is limited to three to facilitate the construction of semantic links. The semantic links are created by compiling tables containing the relations between the objects. The table must contain exactly three or four columns. The principle of limiting the number of semantic links was also taken into account by the creators of QlikView for Windows in the section "Best data modeling practices" (Semantic links. Qlikview, 2019).

The students worked on their language skills in the target language by searching for relevant information from various online sources. Only two out of 19 students made phonetic and grammar errors in the non-specialist group.

The basic idea of micro-learning lies in its accessibility and conciseness - the learner can study anywhere and anytime. According to the principles of micro-learning, the course is divided into short lessons (often in the form of video clips) 5-7 minutes each.

Focused attention

We propose to examine one of the types of work using new educational technologies (Miloserdova E.E., 2018: 463). This mechanism is available for people of all ages because attention like muscles, needs training. If we only perceive superficial labels, as Daniel Simons and Christopher Chabris write in their book «The Invisible Gorilla And Other Ways Our Intuitions Deceive Us» (Chabris C., Simons D., 2015), the attention becomes scattered and it will be increasingly difficult for us to absorb new information. It is necessary to be able to adapt to changes in the modern world and accept the conditions of the "game", without losing the passion and the desire to learn and analyze.

In modern society, focused attention is considered one of the main problems of the young generation. The student's average focused attention time is a few minutes, after that the brain begins to search for a new object (Belyaeva N.G., 2016: 132). Research shows that in short-term memory, a student is capable of analyzing four new concepts at the same time. Therefore, new topics in small amounts facilitate the acquisition of new skills and learner's development. The microlearning program is based on this principle and takes full advantage of the students' attention. Microlearning ensures the student's involvement in the learning process. During the training, the students can quickly obtain results leading to their high level of commitment.

Microlearning is effective in cases where simple or not too complex training courses are required; studying takes place in collaboration in forums; technology allows access at any time.

Results/Findings

The authors propose to combine the use of traditional tools and new information and communication tools in the classroom. The choice or combination of involuntary (captured) and voluntary (sustained) attention in the multitask context seems justified. Learning is based on repetition in different forms and participation. That is useful for understanding a lesson, doing exercises. Microlearning is not a new form, but a new learning style. The advantages of microlearning far outweigh the disadvantages, that is why it is an extremely effective and useful learning tool for students and schoolchildren, as well as for training staff members in companies. Learning can be incorporated into daily life; students can get the right information in the right place.

Because of its short duration, microlearning requires less financial resources than traditional online learning. The speed and availability of this learning method also have an impact on other costs: the development and updating of microlearning courses will require a minimum of resources.

On the other hand, creating a truly effective microlearning program is not an easy task. For it to be compact, relevant and easy to

understand, information must be provided in a way that is fascinating and will fill the knowledge gap.

Discussion

Microlearning is really the learning of the future. Modern students are very limited in time and their level of concentration is relatively low. They do not want information overload: there is a need to strike a balance between too much and too little information. On-site training any time of the day, studying on the go on any mobile device have therefore become essential for students (Stepanov V.N., Ritskova T.I., 2009: 57). To meet their needs, the microlearning program must be built as efficiently as possible. The design must be visually appealing and the content is to be precise. However, it should be remembered that microlearning is not at all a substitute for traditional learning, but rather an addition to a blended learning program.

Research in the area of social media implementation indicates that privacy issues for teachers and students are a major barrier to teachers' use of social media in the lesson. Social networks are seen by many as a means of informal and friendly communication. However, in the modern education system, communication with the teacher is generally strictly formal. Because of this contradiction, the need to censor the content of the personal profile on the social network and to exclude familiar communication between the teacher and the student can cause discomfort for both parties. The compromise in this case may be the creation of a separate profile, the purpose of which will be to communicate directly with teachers, students, potential employers.

The opponents of microlearning believe it will be difficult, if not impossible, to study a large subject "in one session." Interruptions after 5 minutes of clips, pause, getting involved in the process again - such a "torn" in itself can deprive of concentration. The second drawback is that micro-training does not lead to arbitrary assessment of developments. In other words, students get used to short lessons and it becomes harder and harder for you to focus on anything.

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