Language Teaching Opportunities of Canvas LMS

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Abstract: In the 21st century, it is difficult to imagine any field without technologies and technical tools, and education is no exception. For those aiming to acquire new knowledge online, issues such as computer literacy, media literacy, physiological capabilities, and technical support are crucial. In recent years, distance and hybrid learning formats have gained urgency. Due to the advancement of technologies, Learning Management Systems (LMS) are actively used in the educational process. These systems serve to optimize the learning process, create and improve academic content bases, and most importantly, enhance communication between teacher and learner.

Introduction: Language learning is a means of gaining cultural awareness, professional success, personal development, and communication. In Uzbekistan, the demand for learning the Uzbek language is increasing due to developments in entrepreneurship, tourism, sports, and cultural achievements. More than 50 million people worldwide speak Uzbek. Despite the availability of various textbooks and resources, the need to implement new information and communication technologies in the field and improve existing sources is growing in our rapidly changing era. The primary goal for language learners is to acquire communicative competence that allows them to engage in real-life communication. Expanding and systematizing Uzbek language instruction is one of the most pressing issues today. Across the world—in the USA, European countries, Japan, Korea, China, Russia, Turkey, and the CIS—there are higher education institutions and language centers dedicated to teaching Uzbek.

In the era of information technology, distance learning is developing alongside traditional education. The COVID-19 pandemic forced the global community to shift to remote work, education, and online communication. Educational institutions around the world temporarily closed to protect students, teachers, and staff from the infectious virus. According to UNESCO, the pandemic affected the education process of nearly 1.2 billion students across 143 countries. This led to significant transformations in distance education. A new phase began in which information technologies were used innovatively. Distance education, video conferencing, online/video lessons, and learning management systems became an integral part of our lives. LMS and educational content form the core of the distance education system. In other words, LMS is a tool for documenting, tracking, and reporting on training programs aimed at increasing the efficiency of the educational process. In our view, LMS has become widespread due to the application of the credit-modular system and the development of distance learning.

The main characteristics of LMS systems include:

Conducting lessons individually;

Monitoring educational outcomes, mastering of content, and program completion;

Offering personalized courses aligned with the learner's level of knowledge development.

Main Part. Among the platforms that address the needs of both teachers and learners, LMS is the most suitable. To organize the educational process in a distance format, learning management systems are used globally and locally. Along with educational institutions, training centers offering new knowledge also efficiently utilize LMS platforms. Through LMS, it is possible to create, manage, and assess the knowledge base for language education courses. Such an educational

process requires not only pedagogical skills and competence from the teacher but also technological tools and a high level of ICT competency. Learners, in turn, must possess adequate skills in using technological devices and computer literacy. LMS provides the convenience of accessing knowledge without disrupting work processes. Using such systems not only ensures alignment with modern standards but also reduces the cost of education. Another advantage of LMS is the ability to schedule lessons flexibly based on mutual agreement. There are also conveniences in the assessment process—for instance, attendance and learning progress can be recorded in the system, allowing for statistical reporting at any time. Thus, the main functions of LMS include working with learning content, managing the learning process, assessment, interaction between users, and statistics.

A Learning Management System (LMS) is a system that enables the organization of all types of training— online, virtual classes, and instructor-led courses. It automates course delivery, facilitates the learning process, monitors participation, progress, and performance, and reduces administrative costs. The creation of specialized LMS has made organizing education easier and more technologically advanced.

Currently, the following LMS platforms are in use: Docebo (http://www.docebo.org/doceboCms/), eFront, Dokeos (http://www.dokeos.com/), Claroline (http://www.claroline.net/), ATutor (http://www.atutor.ca/), ILIAS (http://www.ilias.de/), OLAT (http://www.olat.org/website/en/html/index.html), Sakai CLE, LRN (http://www.dotlm.org/), Open Elms (http://www.openelms.org/), and Canvas.

The Canvas LMS, developed in 2008, is now used by millions of teachers and learners worldwide. Canvas is a web-based (digitized, programmed, internet-enabled) learning management system used by educational institutions, individual teachers, and learners for accessing and managing online, offline, and hybrid course content, monitoring results, managing processes, professional development, and information sharing. Canvas LMS includes three core components: Canvas LMS, Canvas Studio, and Canvas Catalog.

RESULTS AND DISCUSSION

According to numerous studies, the use of Learning Management Systems (LMS) positively influences learning outcomes among students. Given the varying levels of Uzbek language proficiency among learners, using a single textbook or curriculum is not effective. Integrating various types of content—assignments, presentations, audio and video resources—into Canvas facilitates convenient access and usage.

Language learning requires constant communication, reinforcement of skills, and active practical application of the language. Canvas LMS takes this process to a new level. Learners can access materials from anywhere at a convenient time, and engage in communication via forums, chats, and video conferences, which strengthens their language skills. The ability for each participant to choose materials that match their needs and level, combined with interactive sessions, multimedia resources, online tests, and quizzes, significantly enhances the effectiveness of the educational process.

The key features of Canvas LMS are based on planning, managing, and monitoring the educational process. Through these systems, instructors can consolidate learning materials in one place, communicate with learners remotely, and assess their knowledge. Canvas LMS allows language learners to join lessons online, participate in discussions, and complete assignments in real-time. Moreover, the system can be customized to meet the specific needs of an educational institution or the unique features of individual courses. It enriches the learning process with video lessons, audio and authentic materials, and various interactive games.

In addition, the system provides detailed information about students' activities and achievements, which helps analyze and improve the educational process. The use of internet resources, electronic textbooks, audio-video lessons, and distance learning software tools has become a necessity for creating modern educational content.

The content of e-learning should consist of the following components:

a) e-learning content;

b) e-tutoring, e-coaching, e-mentoring;

c) collaborative learning;

d) virtual classroom.

Let's briefly examine these components:

a) E-learning content includes:

simple educational resources;

interactive electronic lessons;

electronic simulations (the term "simulation" mainly refers to the creation of a learning environment);

active-use manuals.

b) E-tutoring, e-coaching, and e-mentoring provide individualized assistance to learners and enable interaction through online tools (feedback).

c) Collaborative learning encompasses everything from joint work processes, discussions, knowledge sharing, to working together on common projects. Social tools

such as chat, discussion forums, and blogs are used for online collaboration among learners.

d) Virtual classroom

This method resembles traditional classroom instruction, as it is entirely led by a teacher. At this point, one might naturally assume that a virtual classroom cannot replace a traditional one. However, research shows that neurons in the human brain respond to virtual elements in the same way they do to real-world elements. Therefore, people perceive the virtual environment and respond to events happening within it as if they are real.

When organizing distance learning, it is important to consider these components. E-learning activities can be synchronous (Synchronous events occur in real time. For synchronous communication between two people, both must be present at the same time. Examples include chat conversations, audio and video conferences) or asynchronous (In this form, time is not a factor—for example, independent study. Online learning can occur at any time. Email or discussion boards are examples of asynchronous communication tools).

In the Canvas LMS we recommend for learning the Uzbek language, both synchronous and asynchronous teaching is possible. Lessons based on pre-prepared programs can be organized in video conference format. There is also a recording function, which serves as a source for asynchronous learning.

Just like in other learning management systems, Canvas contains the following key areas:

Account (includes profile, notifications, files, settings, ePortfolio, and logout button);

Dashboard (where courses can be organized);

Courses (you can view your created courses as a list; selecting a specific course allows you to edit its features. Within a course you have access to announcements, assignments, discussions, grading, users (who can be assigned roles such as student, teacher, assistant, designer, or observer), pages, files, syllabus, results, quizzes, modules, conferences, and settings);

Calendar and Inbox, among other sections.

Blended learning technology offers flexibility in the educational process, allowing it to accommodate any number of students and learners. Teachers can conduct lessons from a remote location, while learners can access electronic textbooks or materials from the online learning system anytime, anywhere. Computer-based assessments ensure transparency in teaching and help eliminate certain shortcomings. Based on an individual approach, the volume of learning materials can be adjusted according to the personal characteristics of learners. It also promotes independent learning, efficient time management, planning, discipline, increased motivation for acquiring new knowledge, and makes lessons more interactive and engaging. Additionally, it creates opportunities for discussions through webinars and forums.

To modernize the learning process, platforms such as Google Classroom, Microsoft Teams, and Padlet (an online whiteboard) can be used for discussions, and learning management systems can be utilized for language learning purposes.

The Canvas Learning Management System (LMS) is one of the most widely used, open, interactive online platforms suitable for online, offline, and hybrid learning. This system allows synchronous (via video conferencing) and asynchronous communication with students. The instructor uploads the educational materials and sets assignment deadlines; the learner can study the materials and upload their work at a convenient time. New courses can be created with structured or modular content. For example, lecture materials can be uploaded as presentations, video lectures, or text documents, and independent tasks can be presented in the form of tests, assessments, group projects, and various other formats.

The platform also enables the provision of primary and supplementary literature, and additional resources can be uploaded in text, video, or audio formats. Courses can be imported and archived, and the cognitive process of students can be evaluated through an automated point-rating system (e.g., assigning scores to each type of work, setting criteria for evaluation, establishing deadlines for assignments, and enabling automated calculation of overall grades).

Moreover, the system allows interaction with students through electronic messaging, the "Discussions" section, or via the comment section of each individual task. It offers the ability for not only teachers but also students to evaluate assignments and work collaboratively in groups.

CONCLUSION

In conclusion, the rapid development of technologies is significantly impacting the field of education. Previously limited to face-to-face communication, learning can now be conducted online via various devices and platforms. One of the most popular platforms widely used in educational institutions for online learning is the Learning Management System. In particular, Canvas LMS serves as a comprehensive platform that facilitates educational communication between teachers and learners in the context of distance learning.

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