Modern techniques of teaching a foreign language in high school

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Abstract.
This article is dedicated to modern technologies and their use in teaching languages to students of the digital generation. The authors point out the factors that contribute to the introduction of new technologies, consider the psychological characteristics of modern learners and suggest ways to take these characteristics into account when choosing types of technologies for teaching foreign languages. The authors emphasize that the quality of foreign language teaching in higher education at the current stage directly depends on the introduction of modern information and communication technologies and the use of their potential in the educational process, which is a trend in the development of society. Digital narratives, clips, podcasts, web quests, and trailers are created using the video camera of any mobile device with direct Internet access and can be accessed by any student, anytime, anywhere convenient. It is presented a variety of exercises with mobile devices that provoke a great response from both teachers and students.

Keywords:
learning communication technology education integration digital generation clip thinking mobile devices
Methodology

Interactive teaching is one of the popular methods in modern social psychology concept. The most important feature which recognizes a person’s ability social interaction of people as interpersonal communication, to imagine how it is perceived by the communication partner and interpret the situation accordingly and design your own actions within the framework of this concept. Interactive teaching methods are being developed within the framework of the project “Reading and writing for the development of logical thinking” which is implemented jointly by teachers of many countries. The main objective of the project is to implement into pedagogy methods that develop critical thinking of students of all ages, regardless of the subject being [1]. These methods can be effectively used intraditional forms of education. The main idea of interactive methods is to develop critical thinking skills as a constructive intellectual activity, which is offered meaningful perception of information and its subsequent assimilation.

Critical thinking is a complex mental process that begins with familiarizing the new information and the exact decision. At the challenge stage, interactive methods of teaching and learning have been improved, consisting of the semantic stage and stages of reflection. Moreover, students interest in a new topic is awakened with relying on previous knowledge and language experience to make predictions regarding content of new information which is carried out with the text, of new material and integrate the ideas contained in the text with their own ideas in order to come to an understanding of new information at the stage of comprehension [4].

The most important characteristics of learning technologies are the following:

a) performance effectiveness

b) productivity economic efficiency (a larger amount of educational material is assimilated with the less expenditure of effort on mastering the material per unit of time;

c) ergonomics (learning process takes place in an atmosphere of cooperation, positive emotional microclimate, in the absence of overload and overwork);

d) high motivation in the study of the subject, which
contributes to an increase in interest in classes and allows teachers to improve the students’ best personal qualities, to reveal their reserve capabilities.

**Game-based technology.** Game technology is the most productive direction in the educational process when teaching a foreign language. A.S. Vygotsky and A.N. Leontyev considered the game as one of the main types of human activity. Learning by playing – this is how this technology can be described in a nutshell. During the game, more information is absorbed, and the quality of assimilation also improves. Participants in the game learn to compare and analyze the educational material provided to them, and then draw appropriate conclusions. Students may be provided with situational props, such as cups, saucers, tea, sugar for conversation at a table in a cafe, or fake money and documents for dialogue in the bank. There are two concepts in English: challenge and game. In essence, both are game, but only the first one is competitive in nature and requires more than one person, there is a division into teams, and the second one is of a gaming (entertaining) nature, this type of game is quite suitable for training one person.

According to the researchers Game based technology is classified in different grounds [12].

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<thead>
<tr>
<th>Characteristics of the pedagogical process</th>
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<td><strong>Educational games</strong></td>
<td>help students acquire new knowledge;</td>
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<td><strong>Practical games</strong></td>
<td>during the game the development of certain knowledge and skills occurs not only in theory, but is also supported by practice;</td>
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<td><strong>Controlling games</strong></td>
<td>the purpose of this game is to repeat and test previously acquired knowledge.</td>
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**Project technologies.** Based on the student’s preferences, the topic of the project is organized by the teacher and performed independently by the student. Since one of the teacher’s tasks in the lesson foreign language – organize the student’s communicative activity, the result completion of the project is provided by the student orally, followed by an
expression opinions on the topic raised, both by the author of the project and the class as a whole [13, p. 228–235].

**Technology for the development of critical thinking.** Application: using several examples of word formation, the teacher shows students how to form from one part of speech another, and invites students, based on the example, to make pairs of words followed by their translation. Also, when working on a text with known content, the teacher offers students can guess the translation of unknown words without using a dictionary. Similar the technology of using critical thinking skills helps not only to avoid routine memorization of new words, but also to understand grammatical ones in more detail and lexical phenomena in a foreign language.

**Digital narration** is a popular language learning tool that is attractive to students. Moreover, it practices basic literacy skills. Since this is digital learning, mobile devices, as well as various digital media, are simply necessary. This may include text, audio, images (images - photos) or video. Digital narration provides new opportunities for creativity and learning, as students feel complete freedom by expressing themselves through combinations of digital media, using mobile devices. For example, they can make a simple photo story, a more complex video story, or even stop-motion animation [3].

**Digital storytelling** has several advantages for language learning as well. The creation of stories is an effective way to practice and consolidate the language. The narrative makes us use many linguistic grammatical phenomena: tenses with adverbs of mode of action, direct and indirect speech, etc. Another advantage of digital storytelling is the ability to increase involvement in the learning process. It gives students the opportunity to work together on a project to achieve a well-defined result and develop their ideas, learning from each other. Trailer is a short video to advertise a movie. We suppose we can use the concept of a trailer to create a digital history on a mobile device. On all Apple mobile devices, you can download Apple's iMovie. This is a powerful video editing application that provides templates to turn your own photos and movies into a movie. The mobile application includes the "trailers" function,
which provides universal trailer templates for many movie genres. If no one in the group has an Apple device, then an alternative could be a mobile app such as VideoShow or Movie Maker. It takes a lot of time to create trailers. In one lesson you can to draw up a plan; to assign a photo or video to it will be your home task and you can create and show a trailer only in the second lesson [10]. We live in the era of online video. Every minute, hundreds of hours of video are being uploaded to YouTube. Young people spend about 12 hours a week watching videos online. Modern mobile devices can video too. Thanks to this, students can make a standard video or a slow-motion video, either in the classroom or outside. Regardless of whether an educational institution has expensive video equipment or not, teachers can use their mobile devices to capture moments of learning, add elements of novelty to learning, and engage students in joint project activities. Projects can be carried out in the end of studying a topic, section or block of topics. They can be practiced once a month, semester or even a year, at the discretion of the teacher. Once the video has been created, a mobile device makes it easy to edit, play and distribute it.

Video can be used as a way to revitalize dialogues and role-playing games; as well as audio recording, it allows students to evaluate their language indicators. It is possible to record the dialogue as follows. Divide students into groups and give them the task to create a realistic video of any dialogue from the Student's book. Students in each group assign roles by selecting actors, a cameraman and a director (you can add other roles as needed, for example, the artist-designer responsible for finding and making props). Give student groups time to prepare and rehearse before recording their video. In conclusion, invite students to vote who made the most realistic video in their opinion. Thus, using a textbook is an easy way for students to record video on their mobile devices. If you turn educational dialogues into videos, it will bring more fun than just reading them out loud, and practical use of the language will be longer remembered. Planning and organizing video based on the textbook provides additional practice and expansion of the language base. Students also like to watch what they did and evaluate their
work at the end. Moreover, if students record the information teachers have the opportunity to return with them to errors from General English [2]. They can do it later if necessary. 3430 Another example of video application is following. Tell a story in 30 seconds. This task represents the concept of a short video. Students should answer the question: If you had 30 seconds, what story would you tell? Students divided into groups take turns discussing ideas. The next step is to create a video.

In the beginning, a plan is drawn up and the students are reminded that they only have 30 seconds of time. This task can be done at home. In the next lesson, the student group decides who created the best video story. Students can be given a homework assignment to make a short video on their mobile device, illustrating what they have learned in class, for example, “Present Continuous”. In the next lesson, you can ask students to work together to create oral instructions for the video, thus making a how-to video. Alternatively, students can be asked to post their videos on the group's website or blog, if any. Other students can give a description of the instructions under the video. Thus, students with a better level of English would be able to speak "live", they would report a whole instruction by themselves in the frame. Students with lower levels and psychologically not ready to act "in the frame" would be able to lead the story "behind the scenes" orally or even reading out the information. Here we can already speak about a student-centred approach to teaching foreign languages, especially since such an approach meets the skills of the 21st century such as creativity and critical thinking, communication and collaboration as well as digital literacy [7]. Thus, students are given some freedom to create a set of instructions that are meaningful for them, as well as, possibly, to play themselves in the video, which is a great motivation for students, since video instructions reflect real life, they add authenticity to the task and the language used. Instructions developed by students are a way to verify that they understand which key language is required to complete this task. When creating longer videos in a foreign language you should consider the following. If a teacher gives the ask to search for this or that information
in the Internet, he should always be sure that the students will use the correct websites, and for this purpose it is best to give the right URLs at the very beginning. A good example for creating a longer video can be the topic Daily routines. In the first lesson if you want to give the task to make a long video on the proposed topics you should prepare the online video yourself, illustrating the daily routine. You will show this video to the audience as an example paying attention and highlighting the vocabulary for a typical day. Homework for students in this case will be the task to draw up their daily routine using their mobile devices. In the second lesson, students should be divided into pairs so that they can discuss the video. Each of them must put down what their partner did on the video. After watching their video, ask them to find out how often their partner does something by asking a question, for example, “Do you usually get up at 7 a.m.? Do you always have a salad for lunch?” They must add answers to their records. As soon as they do, the teacher invites students to write an off-screen commentary for their partner’s videos. They can also record audio for video or just voice it during the show. As a result, students exchange their videos and discuss how similar their daily routine is to their fellow students. By compiling their daily routine in the form of short videos, students can make a huge amount of them. To combine them into a single video, they need to use an additional video editing application. iMovie, Splice and Quik are popular for iOS (which is also available for Android). Another Android application is Magisto, for Windows there is a Movie maker [9].

Technologies that remove perceptual barriers that correspond to students' thinking styles are information and communication technologies that teachers need to master in order to make the process of learning a foreign language the most rational and effective [5]. The fact that we live in the mobile world may be yesterday’s news, but here are a few statistics on the use of mobile devices that may surprise you: Just a year ago, there were about 7.5 billion mobile phones and tablets in the world. In other words, there are more mobile devices on the planet than people. Fifty percent of the world's population owns a mobile device. More than 100
countries use more mobile phones than the population of this country.

The number of used mobile devices is currently growing five times faster than the population of the planet. Adults look at their device on average every six minutes. As these statistics shows, mobile devices today are considered a necessity for most of us. On the other hand, we often encounter frightening stories in the media about possible shortcomings in the use of mobile devices in education and the general reluctance of educational institutions to allow their use. A quick internet search for newspaper headlines shows that some forms of scary stories related to mobile technology appear every month, from textual language, which destroys our ability to use “real” language, to smartphones that are a source of distraction in the audience. There may also be general fatigue with respect to “another new technology in the audience”, or perhaps fear that the device will be more exciting than the lesson itself, and will become a kind of distraction. In addition, according to V.A. Travnev [10], when using these technologies, the following didactic principles of learning are implemented:

1. The principle of visibility - it is possible to visualize various concepts, some abstract patterns and models when using information and communication technologies;

2. The principle of accessibility and feasibility - the technologies under consideration open up fundamentally new opportunities in the implementation of this principle, since modern programs make it possible to generate tasks of increasing difficulty;

3. The principle of individualization of education - modern technologies open up the possibility for each student to build an individual learning path. The advantage of modern technology and alternative information is that the process of its perception is always individualized, the student can assimilate it in a convenient mode and pace, it assumes the presence of significant motivation, because students watch only what is interesting and attracts attention;

4. The principle of consciousness - the student with the help of modern technology better can organize their training;

5. The principle of activity - the use of innovative
technologies is coherent with the student's independent activity in finding the necessary information on the Internet, performing various tasks[10]. Moreover, L.K. Raitskaya [4] points out the importance of developing foreign language information competence for students, which is a special and completely new significant competence, including all skills and abilities related to foreign language information, both on traditional media and in networks. Today, university graduates should have not just a foreign language communicative competence for professional growth and successful careers, but also a foreign language information competence. Among the conditions for the development of foreign language information competence L.K. Raitskaya [4] distinguishes the following: a view of the types of information and information resources in a foreign language; Internet orientation in the foreign language that is being studied; proficiency in browsing, searching for viewing huge arrays of information; familiarity with the terminology of the Internet and ICT in the target language to the extent necessary to work with information sources; the study of the peculiarities of written speech (official, unofficial, scientific, and other styles) in the language being studied in comparison with the oral speech of the same styles; types and strategies of search in networks, since Internet resources are quite heterogeneous and diverse sources [4]. With an adequate and timely formation of skills and abilities that make up foreign language information competence, practical work with information in a foreign language will increase the motivation to improve foreign language proficiency [6].

Results
Despite the fact that there are a huge number of smartphones in the world, teachers in Kazakhstan unfortunately often possess not the most advanced mobile devices, which, in turn, can make us reluctant to use them with students. Moreover, mobile technologies are constantly changing. Although the functionality of a mobile device can remain fairly fixed, the differences between operating systems and constant updates can make them even more unmanageable. Mobile learning can make teachers nervous for all these and many other reasons. The teachers will not know what to do or where to start.
Speaking of digital technology on a larger scale, i.e. in the educational process, it should be noted that it is directly related to the term “e-learning”. E-learning refers to the use of electronic devices, such as computers and the Internet during education process. When students have access to a language learning program or website they learn outside the classroom. With the increasing use of mobile devices, the term “mobile learning” is being widely used [11].

Mobile devices open up a whole world of learning opportunities. They can be used as a simple means of interaction; or, at the other end of the scale, to create impressive multimedia presentations. Most teachers turn to technology to improve their classes and more effectively teach a foreign language, while using a tape recorder, a projector or video cameras, typical smartphones and tablets. The latter have easy-to-use operating systems based on touch, gestures, and voice, which makes them easier to use than other types of technology. No doubt that information and communication technologies contribute to a qualitatively new level of interaction between a teacher and a student; they change the role and functions of the teacher, who from a source of new knowledge is transformed into an instructor and consultant; they increase the student's activity by including it in various types of information retrieval activities, operating knowledge and using acquired knowledge; they optimize the learning process as well as motivate the student to educational activities [8].

Conclusion

Summing up, it should be noted that in order to use new opportunities for mobile learning in the educational process, organizational, research and methodological work is needed to introduce modern strategies, forms and methods of mobile learning into the educational process. For the modern digital generation of students, it is necessary to develop such technologies that would harmoniously use the benefits of traditional and information education. This problem is fully applicable to the teaching of a foreign language, the process to which should be aimed at improving both the foreign language communicative competence and the foreign language information competence necessary in the conditions of the new information society.
PEDAGOGY AND EDUCATION

References:


