Digital media as a tool for developing foreign language communicative competence in the field of higher education

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Abstract.
This article examines the role of digital media in the development of students' foreign language communicative competence in higher education. The research is based on the analysis of modern technologies and techniques used for teaching foreign languages, as well as on the practical experience of teachers and students.

Keywords:
digital media
foreign language communication competence
higher education
foreign language teaching
technology
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Introduction
With the development of digital technologies, more and more attention is being paid to the use of digital media in education. This is especially important in the context of teaching foreign languages, where access to authentic materials and the opportunity to practice the language in real situations play a key role in the development of communicative competence.

The relevance of this research topic is due to changes in the requirements for graduates of higher educational institutions due to the widespread use of digital technologies in all spheres of human activity. Currently, university graduates are required not only to know a wide variety of sciences, but also the qualities of a free, creative and responsible person who is able to optimally build his life in a rapidly changing information society. In these circumstances, it is becoming increasingly clear that traditional education, focused on the direct transfer of reference knowledge, is no longer fully capable of solving the tasks assigned to it. «Foreign language» is mandatory for studying in all areas of higher education. Theoretical and practical aspects of integrating digital media into the process of teaching a foreign language are a relevant topic for research.

Materials and methods
To conduct the research, we used data from the study of literature on the topic, as well as an analysis of the experience of teachers and students who actively use digital media in the process of teaching foreign languages. Research methods: observation, analysis, synthesis, methods of qualitative and content analysis, structural and functional analysis of results.

Main provisions
Digital media provides students with ample opportunities to practice the language, including watching videos and audio materials in a foreign language, communicating with native speakers through social networks, games, and language learning apps. This helps develop speaking, listening, reading and writing skills, and improves students' cultural competence.

Modern research focuses on the importance of integrating
digital technologies into the educational process to improve the effectiveness of learning. Various studies show the positive impact of using digital media on the development of students' communication skills [1].

It is obvious that with the development of information, communication and digital technologies, the educational tools have significantly expanded, which now includes not only traditional, but also new educational media. Due to the digitalization of the education system due to scientific and technological progress and increasing informatization of society, digital media is currently actively used in the educational process. We adhere to a broad understanding of the term «digital media» and refer to this category as «cultural objects, as well as high-tech tools that provide access to information on the Internet and have a number of special features: interactivity, multimedia, digital format and high availability», for example, online publications, social networks, websites, etc. Digital media provide qualitatively new opportunities for presenting educational material and organizing educational and cognitive activities, which, in turn, leads to differentiation of pedagogical practices and teaching methods in terms of their didactic potential. Currently, preference is given to interactive activities, project work, and game technologies that form a whole range of competencies for students provided for by the state mandatory standards of higher and postgraduate education of the Minister of Science and Higher Education of the Republic of Kazakhstan. According to it, as a result of mastering the discipline «Foreign language», undergraduate students should develop universal competence (CC-4), i.e. the ability to «carry out business communication in oral and written forms in the state language of the Republic of Kazakhstan and foreign languages», which provides for the formation of a foreign-language communicative competence [2].

In Russian and foreign science, there are different approaches to the definition of the term «foreign language communicative competence». It is interpreted as «the choice and implementation of speech behavior programs depending on the ability of a person to navigate in a particular communication environment; the ability to classify situations depending on the topic, tasks, and communicative attitudes
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that students have before the conversation, as well as during the conversation in the process of mutual adaptation»; «the ability to use the means of the studied language to carry out speech activity in accordance with the goals and situation of communication within a particular field of activity»; «readiness and ability of a specialist to apply foreign-language linguo-cultural, scientific and subject knowledge for the implementation of full-fledged foreign-language intercultural communication»; «ability and real readiness to carry out foreign-language communication with native speakers, as well as introducing schoolchildren to foreign languages. culture of the country/countries of the language being studied, better awareness of the culture of their own country, the ability to represent it in the process of communication»; «a set of communication skills and abilities of the student, characterized by fluency in science and the art of communication in a foreign language, which is a systemic new formation in the professional and personal structure of the student».

1. Digital media provides access to a variety of foreign language content, which helps students expand their vocabulary and improve their understanding of language in real-life situations.

2. The use of digital learning tools, such as video lessons, online courses and interactive applications, contributes to the development of listening, speaking, reading and writing skills in a foreign language.

3. Digital platforms allow students to interact with native speakers and other students from different countries, which contributes to the development of intercultural communicative competence.

4. The use of digital technologies in teaching foreign languages makes the learning process more interesting, motivating and effective, which helps to increase the level of foreign language communicative competence of students in the field of higher education.

The importance of using digital media as a tool for developing foreign language communicative competence in the field of higher education.
Various components of this competence are distinguished. According to V. V. Safonova, foreign-language communicative competence includes: linguistic (grammatical, linguistic); speech (pragmatic, strategic, discursive); sociocultural (sociolinguistic, linguo-cultural) competencies. E. N. Solovova notes in its composition linguistic, sociolinguistic, sociocultural, strategic, social competencies [3]. The Council of Europe studies indicate the following components of communicative competence: linguistic, sociolinguistic, discursive, strategic, social, and sociocultural.

Based on the analysis of the above definitions and descriptions of the content of the concept under consideration, we come to the conclusion that foreign language communicative competence is a set of knowledge, skills and abilities necessary for communication in a foreign language in accordance with the goals and situation of communication. Obviously, a prerequisite for the successful formation of this competence is the formation of receptive (listening, reading) and productive (speaking, writing) types of speech activity. Thus, the actual task for a foreign language teacher is to find, test and further use resources that contribute to the development of these types of speech activity. In modern reality, it is digital resources that seem to be the most relevant. Next, we will look at how various digital media are integrated into the process of learning foreign languages (using the example of NC JSC «Shakarim University of Semey»).

As you know, mastering speech in a foreign language as a means of communication includes not only the ability to express your thoughts, but also the ability to understand the speech of other people both in direct communication and in the media. Listening to information is one of the most important skills. M. Berkeley-Allen cites data that out of all communication time, we spend 40% listening, 35% talking, 16% reading, and 9% writing. Thus, the ability to perceive foreign language speech by ear plays an important role in the formation of foreign language communicative competence. Since students learn a foreign language in a Russian-speaking environment, access to authentic learning resources created by native speakers is a prerequisite for the formation and
development of listening skills.

**Results and discussion**

The use of digital media in teaching foreign languages really contributes to the development of students' communicative competence. However, it is important to take into account the individual characteristics of each student and select the appropriate materials and techniques for effective learning.

Modern digital information media, such as the World Wide Web, offer a large number of resources for developing listening skills at different levels of language proficiency, which is an important characteristic for a non-linguistic university, as it makes it possible to implement an individual approach to teaching foreign language students and develop multi-level tasks for classroom classes and independent work of students. Our research shows that many websites are effectively used in the process of learning English (businessenglishsite.com; engvid.com), offering educational audio and video materials that aim not only to develop listening skills, but also work on pronunciation, mastering new vocabulary, and acquiring business communication skills. The topic of the video varies depending on the level of language proficiency of students and includes topical issues of cross-cultural communication, recommendations for conducting / participating in ZOOM video conferences, materials on high-frequency verbs, tense prepositions, etc. Let us note once again that the main advantage of these resources is their multilevel nature and the ability to easily adapt their content to the educational needs of students.

The data obtained as a result of our study demonstrates the effectiveness of using podcasts (businessenglishpod.com) for the purpose of developing students' listening skills. Currently, the phenomenon of podcasting has evolved markedly since its introduction in 2004. This has led to the fact that now podcasts are not only audio, but also video resources, and you can listen to or view them directly on the site. If the podcast turned out to be useful, then they upload it to their smartphone or other device and listen to it repeatedly (view it). Due to the fact that some podcasts can last about 40 minutes, it is advisable to use such resources for
extracurricular independent work of students with subsequent control in the classroom in the form of a conversation on the topic of the lesson they listened to, discussion of the material in small groups, a test, drawing up associative maps, etc. In addition, the dialogues presented in podcasts serve as models for role-playing games. We believe that this technology has a significant learning potential and has a number of advantages, one of which is the possibility of mobile learning, that is, learning using mobile devices [4].

At present, training largely takes place outside of formal educational institutions. At the same time, non-formal education plays an important role in meeting the educational needs of students. It is for this reason that authentic feature films and documentaries (Learning English Video Project on englishclub.com TV series («Friends»), songs, smartphone apps (Duolingo, British Council) are a valuable source of knowledge about the language in general and an effective tool for developing listening skills in a foreign language.

To analyze the effectiveness of using different types of media in the educational process, Professor Diana Laurillard of the University of London proposed a dialog model and identified five types of educational media, depending on what function they perform in educational and cognitive activities. According to this classification, informative media presuppose passive perception of information, including print media, audio cassettes, CD, DVD. Interactive media includes media based on computer technologies that allow the user to independently navigate and select content. Adaptive media can change according to the user's actions, such as virtual reality, simulators, etc. Communicative media make communication/interaction between people possible thanks to the Internet and digital technologies. Productive Media allows you to create your own product using various modern media.

Based on the classification of D. Lorillard, we analyzed the digital media used in teaching English at NC JSC «Shakarim University of Semey». In addition, we investigated how various types of media contribute to the formation and development of foreign language communicative competence and universal
skills of students. The results of our work are presented in Table 1 [5].

<table>
<thead>
<tr>
<th>Media type / function in the learning process</th>
<th>Media related to this type</th>
<th>Formed components of a foreign language communicative competence</th>
<th>Formed universal skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>Informative media</td>
<td>Texts/articles in pdf format, graphics, images, presentations, CD, DVD, television, radio, feature films / documentaries</td>
<td>Listening/reading; vocabulary expansion</td>
<td>Development of visual memory and imagination</td>
</tr>
<tr>
<td>Interactive media</td>
<td>Multimedia presentations, search engines, online translators, electronic dictionaries, online multiple-choice tests, online resources, newspaper and magazine websites, digital stories, social media, mobile applications</td>
<td>Listening/reading/ speaking/writing; introduction to various functional styles; vocabulary expansion</td>
<td>Learning, searching, finding, classifying, selecting relevant information; understanding, evaluating, analyzing media texts; forming and developing skills in working with computers and Internet resources</td>
</tr>
<tr>
<td>Communication media</td>
<td>Video conferences, discussion forums, email, mobile applications, instant messengers, social media / networks, educational platforms</td>
<td>Listening/reading/ speaking/writing; overcoming the language barrier; expanding vocabulary, including mastering clichés used to express agreement/disagreement, one's own opinion, approval/disapproval, etc.; dialogic speech, participation in</td>
<td>Ability to use information in new/non-standard situations; express / interpret ideas; establish connections between information received from different sources; expression and argumentation of one's position; brainstorming, project activities; media literacy,</td>
</tr>
</tbody>
</table>

**Table 1**
Analysis of the influence of various types of digital media on the formation and development of foreign language communicative competence and universal skills of students.
We consider it necessary to note that all types of digital educational media used in teaching a foreign language contribute to the development of students' cultural identity, respect for representatives of other cultures and a certain type of thinking (critical, logical, visual and intuitive). Therefore, these universal skills were not included in Table 1.

Our research shows that the same educational media can belong to different types depending on the function performed and support different types of educational activities, depending on the didactic task that the teacher sets for himself. For example, a digital story or multimedia presentation used by students to search for information is interactive media, since students can independently choose relevant content [6]. However, the same media becomes productive if they are the result of a student's project activity. If they are used to present new material, they serve as informative media. Our experience also shows that in order to fully use the didactic potential of digital media in teaching foreign languages, it is often necessary to reconsider educational goals and switch to a learning model that is based on the principles of authenticity (reading, listening to authentic materials), research (searching for relevant information on the Internet), communication (sharing information with others), research projects, experience in social networks, on educational platforms), interaction

<table>
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<tr>
<th>Productive media</th>
<th>Computer/mobile applications for creating multimedia presentations and digital stories</th>
<th>Listening/reading / speaking/writing; monologue speech; presentation creation; writing reports, articles, messages, essays, official / unofficial emails; creating digital stories</th>
<th>Creativity; public speaking skills; ability to work independently and in a team; goal setting, planning, time management, reflection; creating a media product; media and digital literacy; editing</th>
</tr>
</thead>
</table>
(participation in joint project activities), innovation (search for new teaching/learning methods), joint learning, creative activity (creating your own product on a foreign language).

Thus, NC JSC «Shakarim University of Semey» uses informative, interactive, and communicative digital media in teaching foreign languages. Their inclusion in the educational process contributes to the formation of various components of foreign language communicative competence and universal abilities of students. As can be seen from Table 1, adaptive media, to which, according to the author's classification D. Lorillard, such as computer simulations, virtual educational space, etc., are currently not used in the educational process at NC JSC «Shakarim University of Semey».

Conclusion

Digital media plays a key role in the development of students' foreign language communicative competence in higher education. The use of modern technologies makes the learning process more interesting, efficient and accessible for all students. It is important to continue research in this area to find new methods and approaches to teaching foreign languages using digital media.

The study allows us to draw the following conclusions:

1. Digital media plays an important role in teaching foreign languages at a non-linguistic university. They have a high educational potential and are a didactic tool in the formation of a foreign language communicative competence, which involves mastering receptive and productive types of speech activity.

2. Depending on the purpose for which they are used in the educational process, educational digital media can be classified as informative, interactive, communicative, adaptive and productive. Each type of digital media stimulates a certain type of educational and cognitive activity and forms certain components of foreign language communicative competence.

3. The inclusion of digital media in the educational process contributes to the formation of a number of universal skills of students, including the ability to think critically, navigate the information space, interact with other people,
etc.

Prospects for further research are seen in the development and updating of work programs in the Foreign Language discipline, which provide for the mandatory use of digital media in the educational process, as well as in the search/development of software for creating simulators, virtual learning environments and other adaptive media that can be integrated into foreign language teaching at a university.

References: