

**Ministry of Science and Higher Education of the Republic of Kazakhstan  
Khoja Akhmet Yassawi International Kazakh-Turkish University**

# **PROCEEDINGS**

**1<sup>st</sup> International Scientific Conference**

**Current Issues in Foreign Language Education - 2023**



**Turkistan  
30-31 March 2023**

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# İLERİ DÜZEY TÜRKÇE ÖĞRENENLERE DAİR TÜRKÇENİN ÖĞRETİM YAKLAŞIMLARI

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**Özet.** Yabancılara Türkçe öğretimine yönelik materyaller -özellikle kitap bakımından- günümüz dünyasında dilimizi öğrenmeye yönelik artan talepler de gözetilerek oldukça çeşitlilik kazanmıştır. Bu çeşitlilikle oluşan materyaller, beraberinde teknolojik olanakların sağladığı kolaylıklarla da yaygın olarak kullanılmaktadır. Bununla birlikte genel öğretim yöntemi ise dilin öğretimini sistemli bir biçimde takip edebilmek adına ders kitapları ve alıştırma kitapları çerçevesinde yürütülmektedir. Bu durumun en önemli sebebi tüm dünyada dil öğretim yöntemlerinin genel bir yöntem çerçevesinde eleştiriye elbette açık olmak kaydıyla daha sistemli bir biçimde ders kitaplarında olmasıyla açıklanabilir. Öğretim yöntemindeki bu sistem, çok da uzak olmayan bir zamanda belirlenen Diller için Avrupa Ortak Başvuru Metni ile görünür hale gelmiştir. Bu metin sürekli güncellenerek geliştirilse de Avrupa dilleri dışındaki dillerin öğretimi ile ilgili birtakım eksiklikler barındırmaktadır. Bu eksikliklere rağmen genel dil öğretimi/edinimi bakımından ise kılavuz konumundadır.

Çalışma, ileri düzey (C1) öğrencilerin Türkçe öğrenme süreçlerinde temel kaynak olan ders kitaplarında ihtiyaca yönelik beklentilerine dair bir araştırmayı konu edinmiştir.

**Anahtar Sözcükler:** C1 Türkçe, Türkçe Öğretimi, Yabancı Dil Olarak Türkçe.

## Giriş

Dil öğretimi bu işi yapanların çok iyi bildiği biçimiyle materyallerle birlikte öğreticinin alana olan hâkimiyeti, öğrencilerin hazır bulunuşluğu ve sınıf içi interaktif öğretim gibi birçok alt unsuru içermektedir. Dil öğretim materyallerinin söz konusu bu unsurları harekete geçirecek biçimde düzenlenmesi gerekmektedir. Bu alanda yapılan çalışmalarda da (Tomlinson 2012) dil öğretim materyallerinin öğreticileri harekete geçirecek düzeyde, cümlelerin anlaşılır ve öğrenci tarafından ilgi çekici olması gerektiği yönünde görüşler bulunmaktadır.

Krashen'in de belirttiği üzere dil öğreniminin ya da ediniminin gerçekleşmesi öğrencilerin anlamlı girdilere maruz bırakılmasıyla mümkün olduğudur. Bu girdiler, özellikle temel dil öğretim materyali olarak bilinen ders kitaplarında A1 ve A2 düzey öğrenciler için basit yönergelerden oluşan ve diyaloglara dayalı daha pragmatik metinler iken bu metinler B2-C1 ileri düzey öğrenciler için daha teknik veya edebi olabilmektedir. Bununla birlikte A1-B1 düzey öğrenciler için hazırlanan metinler hemen hemen bütün dillerin öğretiminde hedef dilin dilbilgisi özelliklerinin öğretiminin kaygısını da taşıdığı için amaç odaklıdır. İleri düzey içinse materyaller Diller için Avrupa Ortak Başvuru metninde kavrama düzeyinde belirtilen seviye olan 'Zor bölümleri tekrar okuyabilmesi koşuluyla kendi uzmanlık alanıyla ilgili veya uzmanlık alanı dışında uzun ve karmaşık metinleri ayrıntılı bir şekilde anlayabilir. Tekrar okuma fırsatı olması ve kaynak araçlara erişebilmesi koşuluyla edebî yazılar, gazete veya dergi makaleleri ve uzmanlık alanına ait akademik ve mesleki yayımları da kapsayan çok çeşitli metinleri anlayabilir' amacına yönelik hazırlanmaktadır. Bu amaç elbette öğrencinin sözcük bilgisine ve cümle kuruluşlarındaki ifadelerin semantik alt yapıyla desteklenmesine işaret eder. Bu da hedef dilin derin yapısının kavranmasıyla mümkündür. Bu sebeple hazırlanmış/hazırlanacak metinler hedef dilin söz sanatlarıyla oluşturulmuş kalıp ifadelerinden soyut tanımlamalarla elde edilmiş kültürel öğelerine kadar yine öğrencinin dikkatini çekecek materyallerden oluşmalıdır.

Bu çalışmada ileri düzey öğrenciler için hazırlanan Türkçe öğretim kitaplarındaki okuma metinleri incelenecektir.

## Yöntem

Çalışma, Yeni Hitit Yabancılar İçin Türkçe Ders Kitabı 3, İstanbul Yabancılar İçin Türkçe

Ders Kitabı C1, Yedi İklim Türkçe C1 kitaplarındaki okuma metnlerinin bu düzey öğrencilerin beklentisine yönelik algılarına dair tespitler üzerinden değerlendirilmiştir.

### **Bulgular ve Yorum**

**Tablo 1.** İleri Düzey Dil Öğretim Kitaplarında Bulunan Okuma Metinleri

<b>Kitap Adı</b>	<b>Okuma Metni</b>
Yeni Hitit Yabancılar İçin Türkçe Ders Kitabı 3	Şimdiki Çocuklar Harika
Yeni Hitit Yabancılar İçin Türkçe Ders Kitabı 3	Beyaz Gemi
Yeni Hitit Yabancılar İçin Türkçe Ders Kitabı 3	Gencim Çabuk Silerim
Yeni Hitit Yabancılar İçin Türkçe Ders Kitabı 3	Aşk mı İhanet mi?
Yeni Hitit Yabancılar İçin Türkçe Ders Kitabı 3	Büyüme mi? Yaşlanmak mı?
Yeni Hitit Yabancılar İçin Türkçe Ders Kitabı 3	İhtiyar Delikanlı
Yeni Hitit Yabancılar İçin Türkçe Ders Kitabı 3	Korkudan Fobiye
Yeni Hitit Yabancılar İçin Türkçe Ders Kitabı 3	Aşk mı Tutku mu?
Yeni Hitit Yabancılar İçin Türkçe Ders Kitabı 3	Yemek İsimleri Üzerine
Yeni Hitit Yabancılar İçin Türkçe Ders Kitabı 3	İskoçya Denince Akla...
Yeni Hitit Yabancılar İçin Türkçe Ders Kitabı 3	Ah Bir Zengin olsam
Yeni Hitit Yabancılar İçin Türkçe Ders Kitabı 3	Lüksün Sınırı Yok
Yeni Hitit Yabancılar İçin Türkçe Ders Kitabı 3	Parayla Mutluluk Olur mu?
Yeni Hitit Yabancılar İçin Türkçe Ders Kitabı 3	İkinci Dilim Türkçe
Yeni Hitit Yabancılar İçin Türkçe Ders Kitabı 3	Bedenin Söyledikleri
Yeni Hitit Yabancılar İçin Türkçe Ders Kitabı 3	Mizahın Gücü
Yeni Hitit Yabancılar İçin Türkçe Ders Kitabı 3	Yabancı Diller
Yeni Hitit Yabancılar İçin Türkçe Ders Kitabı 3	Sessiz ve Derinden
Yeni Hitit Yabancılar İçin Türkçe Ders Kitabı 3	En Miskin En Komik Kedi
Yeni Hitit Yabancılar İçin Türkçe Ders Kitabı 3	Müziğin Matematiği
Yeni Hitit Yabancılar İçin Türkçe Ders Kitabı 3	Müzikle Tedavi
Yeni Hitit Yabancılar İçin Türkçe Ders Kitabı 3	Notalarda İsyan
Yeni Hitit Yabancılar İçin Türkçe Ders Kitabı 3	Eski Türk Evlerinin Mimarisi

Kitabı 3	
Yeni Hitit Yabancılar İçin Türkçe Ders Kitabı 3	Trevi ya da Türkçedeki Adıyla Aşk Çeşmesi
Yeni Hitit Yabancılar İçin Türkçe Ders Kitabı 3	Assos
Yeni Hitit Yabancılar İçin Türkçe Ders Kitabı 3	Mimaride Çevreci Tasarımlar
Yeni Hitit Yabancılar İçin Türkçe Ders Kitabı 3	Televizyona Bağlı Hayatlar
Yeni Hitit Yabancılar İçin Türkçe Ders Kitabı 3	İssız Bir Adaya Düşseniz
Yeni Hitit Yabancılar İçin Türkçe Ders Kitabı 3	Televizyonda Yarış Var
Yeni Hitit Yabancılar İçin Türkçe Ders Kitabı 3	Kadın ve Erkek Beyni Farklı mı?
Yeni Hitit Yabancılar İçin Türkçe Ders Kitabı 3	Zeka Bir İşe Yarar mı?
Yeni Hitit Yabancılar İçin Türkçe Ders Kitabı 3	Çare Sizsiniz
Yeni Hitit Yabancılar İçin Türkçe Ders Kitabı 3	Beyin Hakkında Gerçekler
Yeni Hitit Yabancılar İçin Türkçe Ders Kitabı 3	Paralel Evrenler
Yeni Hitit Yabancılar İçin Türkçe Ders Kitabı 3	Uzaya Gitmeden Önce Bilmeniz Gerekenler
Yeni Hitit Yabancılar İçin Türkçe Ders Kitabı 3	Astrolojinin Doğuşu
Yedi İklim Türkçe C1	Olimpiyatların Öyküsü
Yedi İklim Türkçe C1	2008 Avrupa Futbol Şampiyonası
Yedi İklim Türkçe C1	Egzersiz Neden Bu Kadar Yararlı?
Yedi İklim Türkçe C1	Pekin'den Londra'ya
Yedi İklim Türkçe C1	İki Otobüs Meraklısının Serüveni
Yedi İklim Türkçe C1	Kullanma Kılavuzu
Yedi İklim Türkçe C1	Tarihten Hazır Cevaplar
Yedi İklim Türkçe C1	Lambada Titreyen Alev Üşüyor
Yedi İklim Türkçe C1	Tatlı Dil
Yedi İklim Türkçe C1	Hayvanlar Âlemi
Yedi İklim Türkçe C1	Oksijen Makineleri
Yedi İklim Türkçe C1	Tutsaklık mı Koruma mı?
Yedi İklim Türkçe C1	Yazı Nasıl Ortaya Çıktı? •
Yedi İklim Türkçe C1	“Maya” Deyince Akla O Gelir!
Yedi İklim Türkçe C1	Büyük Üstatlar
Yedi İklim Türkçe C1	Sempozyum ve Bildiri
Yedi İklim Türkçe C1	Yabancılar Türkçe Öğretiminde Yunus Emre Enstitüsü Modeli
Yedi İklim Türkçe C1	Türk - Boşnak Halk Kültürünün Ortak Unsurları
Yedi İklim Türkçe C1	Sıra Sıra Boncuklardan Mini Mini Bilgisayarlara
Yedi İklim Türkçe C1	Türkiye'nin Nüfusu Açıklandı

Yedi İklim Türkçe C1	Kültürümüzde Sayılar
Yedi İklim Türkçe C1	Cahit ARF
Yedi İklim Türkçe C1	El Yazısı Analizi
Yedi İklim Türkçe C1	Yüz Hatları İle Karakter Okumak
İstanbul Yabancılar İçin Türkçe Ders Kitabı C1	Saatın icadı
İstanbul Yabancılar İçin Türkçe Ders Kitabı C1	24 saat yetmiyorsa
İstanbul Yabancılar İçin Türkçe Ders Kitabı C1	Ünlü bilim adamlarının Çocuklukları
İstanbul Yabancılar İçin Türkçe Ders Kitabı C1	Aşkın kimyası
İstanbul Yabancılar İçin Türkçe Ders Kitabı C1	Ünlü âşıklar ve aşk Mektupları
İstanbul Yabancılar İçin Türkçe Ders Kitabı C1	Aşkın sırrı
İstanbul Yabancılar İçin Türkçe Ders Kitabı C1	Büyük ikramiyeyi kazanıp sonra kaybedenler
İstanbul Yabancılar İçin Türkçe Ders Kitabı C1	Satranç ve tavlâ
İstanbul Yabancılar İçin Türkçe Ders Kitabı C1	Elmas gerdanlık
İstanbul Yabancılar İçin Türkçe Ders Kitabı C1	Arzuhalden dilekçeye
İstanbul Yabancılar İçin Türkçe Ders Kitabı C1	İş görüşmelerinde işverenler nelere dikkat eder?
İstanbul Yabancılar İçin Türkçe Ders Kitabı C1	Fatih Sultan Mehmet mahkemede
İstanbul Yabancılar İçin Türkçe Ders Kitabı C1	Lumiere Kardeşler
İstanbul Yabancılar İçin Türkçe Ders Kitabı C1	Susuz yaz
İstanbul Yabancılar İçin Türkçe Ders Kitabı C1	Yabancı ülkelerde yayınlanan Türk dizileri
İstanbul Yabancılar İçin Türkçe Ders Kitabı C1	Bilge ve bilgelik
İstanbul Yabancılar İçin Türkçe Ders Kitabı C1	Bilgi teknolojisi
İstanbul Yabancılar İçin Türkçe Ders Kitabı C1	Bilgi toplumu ve üniversiteler
İstanbul Yabancılar İçin Türkçe Ders Kitabı C1	Sanat nedir?
İstanbul Yabancılar İçin Türkçe Ders Kitabı C1	Sanat türleri
İstanbul Yabancılar İçin Türkçe Ders Kitabı C1	Türk süsleme sanatları
İstanbul Yabancılar İçin Türkçe Ders Kitabı C1	Suç nedir?

İstanbul Yabancılar İçin Türkçe Ders Kitabı C1	Adalet nedir?
İstanbul Yabancılar İçin Türkçe Ders Kitabı C1	Esaretin bedeli
İstanbul Yabancılar İçin Türkçe Ders Kitabı C1	Mizah her kapıyı açar
İstanbul Yabancılar İçin Türkçe Ders Kitabı C1	Mizah türleri
İstanbul Yabancılar İçin Türkçe Ders Kitabı C1	Hasan Kaçan
İstanbul Yabancılar İçin Türkçe Ders Kitabı C1	Dünden bugüne para
İstanbul Yabancılar İçin Türkçe Ders Kitabı C1	Türkiye’de enflasyonun tarihsel gelişimi
İstanbul Yabancılar İçin Türkçe Ders Kitabı C1	Öğrenciler için tasarruf yöntemleri
İstanbul Yabancılar İçin Türkçe Ders Kitabı C1	Dünyamız
İstanbul Yabancılar İçin Türkçe Ders Kitabı C1	Küresel ısınma nedir?
İstanbul Yabancılar İçin Türkçe Ders Kitabı C1	Dünya’dan Mars’a
İstanbul Yabancılar İçin Türkçe Ders Kitabı C1	Gençlerin medya tüketimi
İstanbul Yabancılar İçin Türkçe Ders Kitabı C1	Mert’in iletişim serüveni
İstanbul Yabancılar İçin Türkçe Ders Kitabı C1	İnternet ve medya bağımlılığı

### Sonuç

C1 düzeyi öğrenciler hedef dildeki yapıları karmaşık biçimde sunulsa da anlayacak düzeyde dil yetkinliğine sahip öğrencilerdir. Bu sebeple materyallerdeki dil aktarımı dilin derin yapısını da kapsar. Dilin derin yapısında metaforik söylemler, kalıp ifadeler ve hatta retorik, kara mizah ve o dilin taşıyıcısı kültürel derin öğeler de bulunmalıdır. Tüm bunlar bu düzey öğrencilerine tek bir materyal üzerinden elbette aktarılamaz. Bu süreç hem öğreticiyi hem de öğrenciyi harekete geçiren öğretim materyallerini kapsar. Bu materyaller dinleme, anlama, konuşma ve yazma için oluşturulan ve öğrencinin artık bu düzey için sentez basamağında dilin doğal bir üyesi olarak hareket edebileceği materyallerdir. Çalışma için incelenen kitaplarda bu becerilerin okuma materyallerine odaklanılmıştır. Yeni Hitit kitabında metinlerin kalıp ifadeleri aktarım biçimi öğrenciler için ilgi çekici ve amaca uygunken seçilen metinlerin çoğunlukla anlatı ve edebî metinler olması çeşitlilik bakımından sınırlıdır. Yedi İklim Türkçe C1 ders kitabında ise okuma metinleri sayısal bakımdan Yeni Hitit ders kitabına oranla daha azdır. Bununla birlikte konular daha güncel olaylar ve Türk kültüründeki simgelerle desteklenmiştir. Konular güncel olaylardan alınmasına rağmen zamanla güncelliğini yitirme durumu da söz konusudur. İstanbul Yabancılar için Türkçe C1 ders kitabında ise okuma metinleri bu düzey öğrenciler için didaktik bir yöntemle ele alınmıştır. Bu düzey öğrenciler için sözcük öğrenme hususunda destekleyici olmakla birlikte dil öğretimindeki sezdirimsel yöntem için daha geleneksel bir yol izlediği gerçektir.

Bu seviye öğrencilerin istekleri mutlaka göz önünde bulundurulmalıdır. Türkçe dünyanın birçok yerinde öğretilirken farklı amaç taşıyan öğrencilere göre hedef dil olmaktadır. Bunlardan biri de yabancı ülkelerdeki Türkoloji öğrencileridir. Bu öğrencilerin C1 seviyesindeki dil öğrenim



beklentisi Türkçe çalışma ve iş olanaklarına yönelik daha mesleki terminoloji ve dile dair derin yapıların bu amaca yönelik öğrenimidir. Şöyle ki modern dünyanın getirdiği bilişim, Türkiye ekonomisindeki yeri bakımından turizm, Türkiye'nin diplomasisi, gelişen dünyadaki enerji kaynaklarının farklılığı bakımından yeşil enerji gibi iş alanlarına dair metinlerin olması ve bu konulara dair kavramların özellikle bu seviye Türkoloji öğrencilerine sunulması buralardan mezun olacak öğrencilerin bu alanlarda çalışmasına destek olacaktır.

### **Kaynakça**

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# GAME-BASED LEARNING AS ONE OF THE METHODS OF TEACHING SCIENCE STUDENTS

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**Abstract:** Game-based learning is becoming increasingly common in modern education as a method of teaching all subjects, including science subjects. There are many studies have found that this method has an impact on student performance and interest in the lesson. The authors of this study look at a number of studies that evaluate the effectiveness of this strategy with the aim to assess its impact on students. The advantages of the game method in comparison with the traditional learning format are also being studied. The research includes practice with the kahoot game, which is currently popular among teachers and students. For pupils, a game has been devised to test their knowledge and provide a pleasant way for them to practice what they have just learned. The study also highlights questions about whether Kazakh teachers are ready for this method of teaching and how effective it is in school education.

**Keywords:** education, game-based learning, science students, effectiveness.

## Introduction

In our time, the progress of technology and science is developing rapidly, in order to comply with it, it is necessary to introduce methods and goals for school education. An important part of education is the establishment of an effective system of learners related to learning and teaching. One of the potential teaching approaches for motivating students to actively participate in learning activities in natural subjects like mathematics, physics, chemistry is game-based learning. It is becoming more common in modern education. It allows the students to show their best side when solving problems, as well as contributes to follow the training programs in a simple and quick manner. However, we must not forget that the idea of games as an educational tool was developed in previous centuries by the Hellenic philosophers Plato and Aristotle. L. S. Vygotsky and J. Dewey, J. A. Comenius, J. H. Pestalozzi, F. W. Frobel, H. Spencer, K. Groos, M. Montessori, J. Piaget were influential figures in the field of education for game-based learning.

Game-based learning has expanded to include the use of digital technology in its implementation. Students can use digital games as a resource for the cognitive abilities and knowledge acquired through these games. Even the Ministry of Education and Culture of Indonesia's Regulation No. 22 2016 specifies that using information and communication technology to increase the efficiency and effectiveness of learning is one of the principles necessary in learning. Learning through games aims to create an enjoyable learning environment in which the learner can better understand the subject. In this study, we want to show that it is this approach to learning that has a great positive impact on students. For example, many children aged 11-14 spend their time playing mobile games. In order for the student to show interest in learning the subject, we should come up with innovative games that facilitate learning. It can include a fun gameplay that contains different activities, rules, goal and competition between students. A great deal of research has been done in this field to compare play-based learning to standard learning approaches.

In their study, Randel and other participants compared student performance in learning using games to traditional methods. The favorable influence of the games presented itself in individual circumstances, although the results were uneven. Similarly, a review study by Hays found that the use of games in specific areas can give effective learning, based on 105 papers

providing game instructions. However, there is no evidence that games are the best way to learn in all circumstances in either case [1]. As a result, the question of whether games have an impact on physical and mathematical education arises. The purpose of this study was to look at the effects of play-based learning on students, particularly their cognitive elements and will be it more effective than traditional format of education. We will answer the following questions in this study due to the requirement to investigate specific aspects:

- 1) Does play-based learning affect student performance related to science subjects and its teaching?
- 2) What games are already used in teaching school subjects?
- 3) What games can we present to improve this method?
- 4) Are Kazakh teachers ready to apply this method in teaching?

### Methods

The student's advancement is determined by his knowledge of the subject and the presentation of the content in an understandable manner, particularly in science subjects. These disciplines emphasize problem solving as well as the application of formulas. For a student, however, learning all of the formulas is a daunting undertaking. In many schools, there is also no opportunity to show students how some experiments are carried out, which has an impact on the subject's study. Is there a way to solve this problem? While researching the game-based learning method, we came across a number of favorable reviews and results that support the method's efficacy among children at the school. This issue has already been raised in some studies and has shown results. We want to show them as an example.

According to the Garris [2] study, games can promote student involvement, and can influence outcomes, such as attitudes. These games were utilized in the context of instruction in schools. That is, the study showed that this method influenced the interest of students. The Vogel [3] study found that games had positive benefits on both cognitive achievement and attitude when compared to standard education techniques. The authors of the study, on the other hand, believed that the reliability was low, but the less effective. The impact of play-based learning on fifth-grade students' academic performance and attitudes toward mathematics was studied by Ke and Grabowski [4]. The findings revealed that including games into the curriculum had a favorable impact on attitudes toward mathematics, particularly in a cooperative form. This subject piqued the students' interest, and they began studying it with enthusiasm. Vandercruysse [5] claims that educational games have a good influence on student attitudes based on a review of existing research, despite the fact that just three journal publications support this claim. The findings imply that play-based learning may have an impact on students' affective aspects connected to mathematics and physics, as well as the learning process. While studying this method, we came across a study by Zee-Yu Lu, Zafar Ahmed Sheikh and Farida Gazizova where they took a survey from a class who studied with a teacher in the classroom, without using gamification, special applications and game strategies.

Table 1. Students evaluation of the interest in learning with Game-Based Learning

Very interesting	70.93%	61
Quite interesting	18.61%	16
As usual	10.46%	9
Uninteresting	0.00%	0

The findings of the survey showed that combining game components and game content in the learning process to master the subject provided unmistakably favorable benefits. There were no students who would point out the lack of interest in learning in particular. The instruction was judged as interesting or quite interesting by the majority of pupils (88.55 percent) [6]. To answer the question of which games are already used in teaching school subjects, we made a survey, a collection of questions asked of people in order to obtain information or learn their viewpoints, or

the data gathered by asking several people the same questions [7]. According to the survey results, teachers often use games during the lesson, and the most popular in our study were kahoot, quizizz and socrative. When asked whether this approach is better than the usual one and why, 88 percent said yes, saying it is a more fascinating and effective way of learning, 6% said it was difficult to answer, and 6% said the standard method is superior.

To make our research more relevant, we practiced by picking two classes of the same level and conducting a session on two teaching approaches using Kazakhstan's most popular game, kahoot. The lesson was broken down into three parts: explanation, practice, and an evaluation *Use kahoot to practice* Teacher introduced the topic (combinatorics) to the pupils and led a seminar in the form of a kahoot game. While playing the game, points and the correct answer are displayed after each question. And there is a timeout in the game at this moment, where the teacher, upon noticing the incorrect answer, can quickly explain the error to the kids and sort out the questions. With this strategy, students learn the content even deeper and better with each consecutive question since they are participating in the process and have a desire to rise to the top of the class. *Use the standardized practice* The teacher went through the same material (combinatorics) with the entire class. After that, he summoned learners to the chalkboard and had them practice the information they had just learned. The participants' attention is not focused on the issue in this situation; although one student is studying and solving difficulties, the others may not be paying attention to the instruction.

### Results

The same exam was taken from two classes after the practical portion of the program was completed. The first class's performance in kahoot was 89 percent, and the second class's score was 72 percent. The first class has a substantially better rating, demonstrating the usefulness of game-based learning. As an outcome, we may conclude from the experiment that we need to begin using games as a teaching approach and change some learning areas. We built a basic, straightforward game to better this strategy. It can be used as a warm-up before the exam or as a follow-up to clarify the topic. Scratch was used to make the game, and just basic actions were used. The game starts with a question about your name and an introduction. Then they will give you questions regarding the chosen topic, and you will have to choose an answer. There are no timers or set criteria in place. It is more for the pupil to put himself to the test. With each correct response, the game's character advances one step closer to the finish line. If something isn't right, it comes to a halt. As a result, if the student crosses the finish line before the game ends, he wins; otherwise, he loses. The questions and the finish line were designed in such a way that you could only reach the finish line if you answered 80 percent of the questions correctly. The questions and answers can be changed by each teacher. The game code will remain intact for the rest of the actions. This game was intended for students to put their knowledge of themselves to the test and to provide them a fun way to practice the stuff they had just learned. You can mute this game in the future for a more engaging, effective game with thoughtful points for the proper questions. Create a game in the form of a server in which anybody can compete, and even do homework in the shape of games.

Currently, Kazakhstan is developing the entire education system focused on the country's entry into the world educational space. Significant changes in society lead to significant changes in the pedagogical theory and practice of the pedagogical process as a whole. There is a change in the educational paradigm: new methods, forms, means of teaching and upbringing are replacing the traditional ones; new approaches to the learning process at school are being substantiated. We conducted a survey with 30 teachers about the method of teaching based on games, the results are quite good. Many of them answer the question "How often do you use game-based learning in your lessons?" the response was positive, which confirms that this method is widespread in Kazakh schools.

Table 2. Teachers about game-based learning in Kazakhstan.

How often do you use game-	Always – 15,4%	Sometimes – 76,9%	Never – 7,7%
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based learning in your lessons?			
Do you think this method is common in Kazakhstan?	Yes – 30,8%	No -30,8%	Maybe -38,5%

Also, when asked what games they use, the teachers wrote games such as quizizz, kahoot, bamboozle and etc. Of course, these games are widely applied as a teaching tool in schools, and not only in schools, but also in higher educational institutions. Is it, however, hard to consider this strategy to some subjects? "I think it's simple," the teachers replied. It is both fascinating and beneficial to students. Games are a method that can help engage students in a lesson. Because students always pay attention to the interest in the lesson. They can absorb all of the information if the lesson is engaging to them. Math teachers, on the other hand, had a different response: "Yes, in mathematics it is difficult to use this method for teaching. Typically, the method is used for reviewing topics or for quick quality control moments", "It is difficult to use any online games when teaching mathematics, where it is difficult to write theory test questions". Based on these answers, we can conclude that the game-based method assists Kazakh teachers in explaining topics and completing some tasks, but not in all subjects.

### Conclusion

Whereas the aim of this study was to see how play-based learning affected children and demonstrate that it more effective than traditional methods of learning, it is also turned into a sort of synthesis of the theories of a few other researchers. However, certain conclusions can be reached. The activity of the child in the learning process is one of the basic principles in didactics. This concept implies a quality of activity that is characterized by a high level of motivation, a conscious need to acquire knowledge and skills, effectiveness and compliance with social norms. In our study, practical work was carried out, during which learning based on games showed a good effect on understanding the topics and gave a number of positive results. Also, on the basis of polls that were sent to students and teachers, this method according to students is well affected by the lesson process and makes it more interesting than usual. Unlike the traditional approach of learning, the teachers also acknowledged that this strategy adds to a qualitative sense of information. The success of this technique is determined not only by technological advancements and the game itself, but also by the students and teachers themselves.

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## EFFECTIVE METHODS OF TEACHING CUSTOMS

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**Abstract:** The following article is about the effective methods of teaching traditions in German language classes, it discusses the development and improvement of modern pedagogical technologies, the development of a model for achieving effectiveness based on the formation of a sense of identity and a sense of national values in students. In addition, the article focuses on various models that have been created to date and are designed to improve foreign language competences of language learners. It is worth noting that this newly created model of teaching customs is important for the effectiveness of German language classes in secondary schools in the future.

**Key words:** pedagogical technology, didactics, optimization, competence, communication competence, oral speech competence, model, modeling.

### Introduction

It is known that when applying a pedagogical technology to the educational process, first of all, it requires the development of its scientific and practical mechanism. The concept of pedagogical technology is defined differently by world scientists. It can be understood from this that the multifaceted nature of the concept of pedagogical technology means that it is possible to approach the concept of pedagogical technology not only from pedagogical and psychological points of view, but also from didactic, social and other points of view. According to J. Yuldashev, "Pedagogical technology is a systematic method of creating, applying and determining the entire process of learning and acquiring knowledge, taking into account technical resources and human interaction, which sets itself the task of optimizing educational forms. Pedagogical technology is the process of transferring and assimilating information in a form and method convenient for assimilation.

The development and improvement of the technology of teaching traditions in the German language classes of general education schools, the development of a model of achieving effectiveness based on the formation of foreign culture and traditions in students, and through this, a sense of identity and a sense of national values, is of great importance for modern foreign language classes and the language learning process. The global changes taking place in modern foreign language classes - the introduction of foreign cultures, traditions and thus the formation of self-awareness and the sense of national values into science, the creation of new educational complexes for schoolchildren's love for the Motherland, a deep understanding of their national values, an individual-oriented approach, modern the introduction of pedagogical technologies makes the improvement of students' knowledge, skills and qualifications an urgent task. Also, modeling foreign language education based on modern methods is becoming an integral part of every foreign language teacher.

### Methods

The process of language learning is not only the development of linguistic competence, but also the development of sociolinguistic and pragmatic competences. Because through linguistic competence, students' lexical, grammatical, and phonetic competences develop, and through sociolinguistic competence, their knowledge of the entire language process, i.e., the competences of mutual comparison of culture, tradition, lifestyles, national and historical values of both countries, is developed. Pragmatic competence is the process of applying linguistic and pragmatic competences. According to the well-known Methodist scientist J. Jalolov, "competence is trying to learn a language, being able to learn a language." According to G. Asilova, "competence is the

effective use of personal qualities and knowledge, skills and abilities in the process of working in a certain field." Based on these definitions, it can be said that the traditions included in the sociolinguistic competence in the process of learning a foreign language in the German language classes of general education schools, it is necessary to develop a model of teaching traditions in order to understand the culture and traditions of others and thereby to form a sense of identity and national values.

With the introduction of the teaching and learning of traditions in the German language classes of general education schools, the model of teaching traditions in the process of teaching the German language in order to improve the process of language teaching and learning and to increase students' interest in language learning, to arouse enthusiasm for language learning based on the intensity of the process and the formation of sociolinguistic competence there was a need for improvement. It is known that the implementation of a certain technology in the educational process does not happen by itself. Certain conditions are required for the implementation of each technology.

Before talking about the model of teaching and learning customs in the German language classes of general education schools, we found it permissible to dwell on the concept of the model. Model is derived from the Latin word *modulus*, which means measure, norm. It is an image or model of an object. The model is created artificially. It is a model created in the form of various schemes, physical structures, symbolic forms and formulas, and similar to the studied object, it has its own structure, properties, and interconnections between its constituent elements.

The first chapter of the dissertation describes the methodical criteria for teaching customs in the German language classes of general education schools and teaching materials representing customs, modeling the content of educational activities expressing sociolinguistic competence, and the effectiveness in the language teaching process by teaching customs in the German language classes of future German language teachers. enables systematic planning of the work to be carried out in connection with their achievement.

Before creating a model for teaching customs in the German language classes of general education schools, it is appropriate to determine the purpose of the model and limit its areas of application. This process is the beginning of modeling. The expected results of the creation of a model of teaching customs in the German language classes of general schools are derived from the purpose of the model. In modeling, it is necessary to model both educational content and educational activities. The practical importance of the model in each pedagogical research work is determined by the correct consideration of the stages and principles of its formation. The principles of the model, such as demonstrability, comprehensibility, and objectivity, together with its possibilities and types, serve to determine the tasks of pedagogical research.

## **Results**

Pedagogical modeling is the formation of a model that is planned to be introduced into the educational process. Accordingly, any pedagogical modeling is carried out in several stages. First, the theoretical-methodological foundations of the research are selected, and then we move on to the issue of modeling. Relationships between parameters and components of the model are defined. The suitability of the model in solving the tasks defined in the research is studied. The proposed model is tested. The achieved results are analyzed. Deficiencies are identified and the conditions for their elimination are determined.

By the model of teaching traditions in the German language classes of general education schools, we mean the model that reflects the didactic opportunities that serve to develop sociolinguistic competence in the process of teaching the German language, and that serve to create pedagogical conditions necessary for the organization of a motivational learning process. As a result of the experimental work, we were able to determine the following components of pedagogical modeling: a clearly directed goal, proper planning of the educational process, interactive methods used in the teaching process, introduction of traditional educational materials

into the lesson process, expected results and students' understanding of traditions. development of requirements for the evaluation of the learning process. The model of teaching customs offered by us has a predetermined goal and methods and means of achieving it.

The model of the use of interactive methods recommended to achieve effectiveness in teaching customs in German language classes of general education schools consists of a clear orientation of the educational goal, the selection of the content of educational activities, the organization of the process of teaching customs and results, and includes interrelated, mutually demanding covering parts. Every part of it is important. They can't achieve their goals separately. Each component has its own description, which serves to reveal the general character of the model. Diagnostic indicators of teaching customs in German language classes of general education schools consist of process requirements.

### **Discussions**

The model of the use of interactive methods recommended to achieve effectiveness in teaching customs in the German language classes of general education schools includes the use of customs in the process of teaching the German language based on a structured scheme. It is known that today various models designed to improve the foreign language competences of language learners have been proposed. In particular, models such as "Factors affecting the growth of oral speech in a foreign language - Robert Gardner's model", "The process of formation of the skill of speaking in a foreign language - Levelt's model" and, in addition, Uzbek scientists O. The model of achieving efficiency by using memory techniques in teaching the German language by Khasanova, Z. Paziljanova's model of developing the communicative competence of the student is to teach students to communicate in a cultured way, N. Merganova tried to cover specific aspects of the language learning process, such as the model of the development of oral competence of students in German. However, these models do not provide information about the model of using interactive methods to achieve effectiveness in teaching customs.

The model of using interactive methods to achieve effectiveness in teaching customs in German language classes has not been developed by the world and Uzbek researchers. As a result of the use of interactive methods in the teaching of traditions in the German language classes of general education schools, it was achieved not only to increase the knowledge of the students in the German language, but also to develop and improve their sociolinguistic competence, and to increase the dynamics of the language learning process. The knowledge of the customs of the two countries of the students of general education schools was enriched, and the skills of tolerance and respect for other cultures were formed in them.

### **Conclusion**

The results of the conducted experimental work, the analysis of scientific sources on the topic, and cyclical observations in the modeling process made it possible to create a model of achieving efficiency through the use of traditional technologies in the German language classes of general education schools. It is also worth noting that this newly created model of teaching customs is important for the effectiveness of German language classes in secondary schools in the future.

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# APPLICATION OF ASSOCIATIVE METHODS IN FOREIGN LANGUAGE TEACHING

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## Annotation

The article reveals some issues of teaching foreign languages, in which the method of free associations is successfully used, and also touches on the functions performed by the associative experiment in the course of teaching foreign languages. The purpose of the article is to consider the essence and ways of using associations as one of the mnemonic techniques of teaching a foreign language. The study used a set of methods: theoretical-analysis and generalization of the results of scientific and methodological work; empirical-data collection and accumulation.

**Keywords:** association, associative connection, associative marker, associative experiment, memorization, mnemonic techniques in teaching.

## Introduction

In connection with the development of anthropocentrism in the Humanities, the study of the interaction of knowledge (thinking) and language is becoming more and more relevant. This relevance is determined by such a practical task as improving teaching methods with optimal use in the learning process of the entire complex of mnemonic techniques that meet the realities of today.

Association is one of the most effective mechanisms for organizing and storing information in memory. The term "Association" was coined by the British philosopher John Locke, who was one of the first who started to think about experience as a source of human knowledge.

In modern pedagogical science, the use of associations as a mnemonic method of learning is based on the results and provisions of classical experimental studies of memory, the object of which among other things was the physiological mechanism of processing and remembering new information (G. Ebbinghaus, G. Mumer, A. Pilzeker), the concept of generalized associations (P. Shevarev), as well as the latest achievements in various fields of neuroscience and psycholinguistics (GA. Lauria. T. V. Chernihiv. J. Richardson et al.,)

In a broad sense, association is currently understood as a functional relationship between two or more elements, in which the mental actualization of one of them causes the involuntary appearance of the other (others) in consciousness. Associations are elements of imaginative thinking and can arise freely on the basis of sensory experience. However, the process of association can be controlled. Let us look at some examples of working with the method, where tasks for controlled associations are used [1,137]:

1. Giving synonyms and antonyms.
2. Naming or describing parts of the whole and vice versa, guess the whole from a separate part.
3. Describing the item using well-known words, for example, "it's a closet, it's cold, there's food in it", for the new lexical concept of "refrigerator". This way it is possible to enter vocabulary on various topics.
4. Answering the guide questions, e.g. "what does lemon taste like?" when entering the vocabulary – adjectives. Using the word, we can form a chain in the minds of students: a word (lemon) - an image (using a picture) - a concept (that is, the understanding that the lemon is sour) – a new word (sour). Based on such taste associations, we introduce vocabulary, such as sweet (sugar), etc.
5. Associative series associated with a familiar concept, such as "sea". Evoked associations are formed on the basis of sensory-visual thinking using verbal stimuli - verbs of sensory perception – to see, hear, smell, touch, feel. The lexical units can be nouns, adjectives, or verbs.
6. Anecdote technique by D. Scrivener is used when explaining a new vocabulary (one or

two concepts) related to a single topic. Such a short humorous story of the teacher should be emotional, interesting, evoking vivid images. The effectiveness increases with non-verbal accompaniment of the story: demonstration, gestures, facial expressions, pictures, realities, etc.

In teaching a foreign language, it is possible and necessary to resort to both types of associations. Additional associative means are usually designated by the term “mediators”, which are auxiliary stimuli, elements related to each other or mediating memorized objects [2, 76-79].

By deliberately engaging the student’s creative thinking and encouraging them to create manageable and free associations, the teacher promotes the emergence of new associative and semantic connections, i.e. lays a stronger foundation for new knowledge. This pedagogical technique was designated by the term-associative marker. It is a pedagogical tool for association retention, to wit the deliberate emergence and fixation of a stable, permanent set of associative and semantic connections and representations that are fixed in memory for a certain information, action or event. Like an icon on the desktop of a PC that provides direct and quick access to the desired file, an associative marker composes and structures information in a special way. Opening the “marker” at once calls the entire array of associations associated with a particular phenomenon [3, 232][4, 81].

## **Methods**

The study of the use of associations in the process of language acquisition was conducted by Stanford University Professor R. Atkinson, who suggested the names as the “Hint method” or “Keyword method” for the associative method of teaching a foreign language. Associations are based mainly on stimuli perceived by the sense organs that cause certain thoughts. In the process of learning, associations are built in which lexical units, numbers, and formulas are associated with certain words, pictures, signs, and experiences. The advantage of the associative method of learning is due to the fact that a person has a huge power of imagination. The mind is able to imagine a variety of things. Images that do not exist in the real world can appear in the head and connect with other objects [5,170][6].

In addition to associative methods of teaching there is a corresponding effective applied research method of Associative experiment. This method originated in the science of psycholinguistics and is currently considered an actual psycholinguistic method. The associative experiment is widely used in such fields as foreign language teaching, logics, political science, sociology, theory of intercultural communication, and so on. As one of the main verbal and mental mechanisms, the associative mechanism has a functional and universal character and affects the cognitive, cultural and emotional part of speech perception and production.

The associative mechanism controls the occurrence of involuntary probable connections, so called associations. As it was mentioned before, associations are logical connections between two components of consciousness (perception, thought, feeling, etc.), which are expressed in the fact that the appearance of one of the components in the mind leads to the appearance of the other. In modern psycholinguistics, a number of associations are recognized as a model of human language knowledge [7,219][8].

In general, the scenario of a free associative experiment looks like this: a group of people is presented with a list of stimulus words that they should answer without hesitation. Respondents are asked to write one or two reaction words, in which frequency words are highlighted among the received words, i.e. words that are determined by their frequency of occurrence. Moreover, only those reactions that have met at least three times are counted. However, all reaction words, even single ones, are recorded in associative dictionaries, and then their total number is calculated separately. In this way, scientists get a complete list of associations, which is considered the norm of the studied stimulus word.

### **Formulation of the task and aim**

The new goal appears in this concern - to explore the scope and function of associative experiment in the teaching of foreign languages, as well as to reveal specific methodological problems that are successfully solved by identifying verbal associations. This task is of interest due to the need to find new approaches to solving the eternal methodological questions of how to teach, what to teach and why to teach. The relevance of this task is also due to the growing interest in understanding deep speech-thinking processes in the course of foreign language proficiency, which leads to the expansion of the scope of application of psycholinguistic methods in linguodidactics.

Features of memorizing foreign words and ways to search for them in memory, as well as problems of lexical typology from the point of view of methodology, these are the main linguodidactic questions, for which the method of free associations is used. One of the factors that affect the memorization of a foreign word is the ability of a new foreign word or its components to relate to previously learned or simultaneously perceived material, which means the ability to include words in associative relationships of various types [2, 67-80].

As a result of studying the lexical and semantic structure of equivalent words in different languages, methodologists get a unique opportunity not only to visually trace the similarities and differences in their semantic portraits and psychological relevance of individual senses, but also to study the types of connections and relationships with other lexical units, as well as to judge the degree of significance of these words for native speakers. This allows us to make assumptions about the probability of positive transfer of skills or their interference in the interaction of these languages when learning one of them on the basis of another.

It should be noted that in order to optimize the process of teaching a foreign language, it is extremely important to study the strategy of creating associations of students in their native language and its impact on the second [9, 278]. Definition of strategy of associative behaviour of students living in conditions of monolingualism and bilingualism, allowed more detail to establish the nature of the impact of this strategy on the second language and vice versa, and to identify some of the conditions of destruction and generalization of models of associative relationships in the interaction of languages in terms of educational bilingualism [10, 374].

Consequently, the question arises: how much and how does the level of second language proficiency affect its interaction with the native language in the learning process. Associative research has shown that at the initial level of proficiency in the second language, only the most relevant types of a word connections are transferred to it from the native language. In the mid-90-ies of the last century T.Yu.Sazonova and A.Yu.Tyagunova conducted an associative experiment, the purpose of which was to study the specific features of identifying the meanings of English adjectives by Russian-speaking students who speak English at an advanced level[11, 195]. The resulting material was compiled with the results of research by I.S.Lachina, made on the basis of analysis of the associative thesaurus of the English language [12]. Based on the results of the experiment, the following strategies were identified to identify the adjective:

- strategy for searching for a denotation (a single-root word);
- strategy for searching for words with similar meanings;
- the strategy of the opposition;
- morphological Strategy;
- automation of the language of stamps;
- attribution to the situation (taking into account the context);
- response to letter-and-sound composition;
- a pragmatic understanding.

Thus, the most relevant strategy was determined as searching for a denotation or the strategy of attributing a trait to its potential bearer. However, I.S.Lachina, in the course of comparing identification strategies implemented by native speakers of different languages, came to the conclusion that the leading strategies are the juxtaposition and attribution to a number of words

related in meaning. The strategy of identifying adjectives based on the similarity of the sound-letter complex was also found to be very common. [12]

The interaction of models of verbal relations between both languages: native and studied can occur at a more advanced level of learning[13]. Here, the so-called “language sense” plays an important role, the quantitative assessment of the formation of which allows us to find out the control of students’ knowledge by means of an associative experiment. Thus, the associative method in the perspective we are considering performs not only research, but also a controlling function.

Another way to use the associative method is to create a task to fill in gaps in individual sentences, excerpts from professional texts and works of art. One can start this stage with elementary tasks for comparing lexical units that either make up a single combination, have synonymous or antonymic connections, or relate to one aspect of the thematic phenomenon being studied (for example, evidence - collect/ crime scene, etc.)[14, 212][15, 76-79]. The purpose of these tasks is to form a knowledge of stable phrases used in the speech of a native speaker, as well as to develop speech competence. When performing such tasks, it is important to constantly analyze the connections between words, search for and establish new connections, and justify the correctness of the choice of certain connections.

Modern methods of teaching a foreign language are becoming aimed at the knowledge of ethno-linguistic consciousness and the disclosure of the national language personality, revealing the relationship of linguistics with psycholinguistics, linguoculturology and philosophy. The ethnicity of national consciousness is reflected, first of all, in the system of subject meanings, social stereotypes and cognitive schemes, which in turn are reflected in the verbal associations of native speakers of a particular language. That is why the associative method of learning does not set any boundaries for fantasy.

As it can be seen, associations are effective precisely because they can appear on the basis of any means – incentives and form bright, memorable images. Each person is better able to perceive the facts that are related to each other and to the experience of knowing reality that they already have. And to understand and assimilate the new, it is enough to link different facts into a single whole. Thus, the associative method develops imaginative thinking, makes lessons bright and diverse, motivating students to obtain reflexive knowledge.

## **Conclusion**

We can assume that using effective methods of developing associative memory and some mnemonic techniques in teaching foreign language can improve the quality of knowledge and help the teacher to make the concept of “translation” lose its meaning. That is, to learn to remember new words so that connections are established between the visual image and the verbal designation. Then foreign speech begins to be understood directly, as well as speech in the native language, and images arise in the imagination reflexively under the stimulating action of words. In addition, it should be mentioned that in a modern world, where the development of information technologies is in a high-level, the role of associative online dictionaries in teaching foreign language is also increasing.

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## BENEFITS OF USING TECHNOLOGY IN THE ENGLISH LANGUAGE CLASSES.

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**Abstract.** Technology has become an integral part of our progressive, dynamically developing society. Education is one of the most important professions in the world. In today's society modern technology has done a lot of opportunities for us, especially for education. Emerging technology is developing day by day. Using emerging technology in education gives to students more chances can learn language easily and improve their knowledge. Authors study covered several points of view that call for improving technological literacy in the process of learning English. The purpose of this article is to show the authors results how to learn English through new technology. This article discussed how technology is used in language classes, reviewed previous research on the use of technology to improve language learning ability, and according to research, the use of modern technologies effectively increases language learners' abilities. This article reviewed the opinion of more than ten: Baytak, Tarman and Ayas, Alsaleem, Ahmadi, D., & Reza, M and so on.

**Keywords:** shadowing technique, listening skills, a foreign language, effectiveness, foreign language teaching.

### **Introduction**

The twenty first century is a century of emerging technologies. However, using of new technologies in the training system is relevant work. In the field of global education, the scope of application of information and communication Technologies has been expanding in recent years. Educational opportunities have increased quickly, such as: distance learning, various trainings in the virtual space, online courses, electronic textbooks, video lessons, mobile learning, electronic and digital educational resources, various learning platforms and others. Today, distance learning technology is an important educational trend in the world. Thus, in connection with the fact that the rapid steps of development in society create a new way of life every year, school teachers also correctly perceive the changes that have occurred and strive to increase their potential. The whole pedagogical process of the school contributes to the development of these opportunities. Teaching English using information technologies is one of the main achievements of today's modern level of Education. Mastering the English language takes place in the pedagogical process. The advantages of technology, especially when learning foreign languages, are that language learning is more interesting for students and increases motivation for the next lesson. In this regard, the effective use of computer equipment, the internet, a computer network, and electronic textbooks in the classroom process for the development of creativity and dexterity of students will improve the quality of Education.

According to Dirinm and Alamaki especially the expansion and evolution of computer, network and multimedia technologies of the global era influenced the educational process. In fact technology develops every day, it continues to occupy a significant place in the life of not only students, but also all mankind. These technologies allow students to participate in an active and directed learning environment. Technology has not necessarily changed the way subjects are taught. Nowadays, the use of technology is more of a necessity. In today's world, it is very important to develop the skills, agenda and vision necessary to understand technology and relaxing from its benefits. The new paradigm of education prioritizes not only the student's knowledge, skills, and abilities, but also his personality and development as a citizen through education. Traditional teaching is the process of organizing, managing and controlling a ready –

made, new learning technology for students. New learning technology is a method of implementing the content of training to ensure the effective achievement of the specified goal. The new training organization should include the following tasks:

- Involvement of students in the management of the educational process;
- Making collective action a means of common communication;
- Individual learning based on the level, individual learning based on the specifics [1].

Nowadays, it is very important to master such skills as analysis, synthesis and organization of the selection of important resources. The concept of computer science emerged as technology developed [2]. Language is the most important activities used when communicating. The subject of English allows students to develop communicative abilities of students. Dialogue is of particular importance in the development of speech. Students use different parts of their English language proficiency skills, such as listening, speaking, reading and writing in communication. Communication and verbal communication between the student and the student, the teacher and the students is carried out through dialogue. Through the case study technology, it is possible to develop students' thinking skill and dialogical communication by asking problematic questions. Problematic questions are selected and formed depending on the content of the topic. In the process of solving the problem, the student searches for data and facts and gives various scientific arguments. According to Tezer computer science is defined as a structure consisting of information and communication terms. It makes perfect sense to generate, use and make information available. In today's technological era, communication must be very good to practice computer science. The result was the concept of Information Technology. All developments in which information is contained in the communication process are called Information Technologies. The technology has been used in many ways, as well as in education. Today, the rapid development of technology increases the importance of technology in education. When considering the research, it was argued that technology should be combined with education in order to improve the efficiency of teaching and learning process and prepare qualifies people for future generations [3].

Teaching methods and activities are being modernized with new approaches. In modern society, in our countries the teaching places are changing to quality of education requirements: of teaching areas information, in modern education process, in the field of science, education and research with foreign education and so on. Technology has become an integral part of learners in a life. In reality we spend more time through technology. Indeed, technology its magical power, can accelerate language learning. This tool can help teachers a lot in teaching English at all levels of Education. Using of technologies in classes is very important and at the same time problematic question for a foreign language teacher. In the methodology of teaching foreign languages, this issue is being developed since the beginning of the 80s of the XX century. Today, the use of technology is one of the most successful acquisition of a foreign language. Therefore, the foreign language teacher is in addition to a through professional. Learning modern methods of communication, the use of Information Technologies at all stages of training – this is the question time. Modern information technologies should be an effective tool that facilitates the acquisition of education, makes learning interactive, communicative, interesting, visual and personal.

According to Ahmadi that currently one of the most important elements of teaching is the technique of teachers using technology in their classes to facilitate the process of teaching languages [4]. According to Becker, computers are seem in the teaching staff as a means of accessibility, proper preparation and achievement of certain results by students in the curriculum. Nowadays, many teachers are recommending that computer technology as an important part of high-quality education. Technology has always been an important part of the teaching and learning environment. It is an integral part of the profession of teacher they use it to interest students in classes to facilitate their learning [5].

According to Gilakjani the introduction of computer technology will help students to work independently, help students in their learning process, and not just in language learning, and they



will have access to a lot of information that their teachers cannot provide. Using of technology in extracurricular activities has a great place in changing the methods of application in Language Teaching. In the classroom, teachers have a significant impact on teaching students through technology. If teachers do not use technology in their education, they will never be able to keep up with new technologies. Thus, it is very important for teachers too fully understand technologies. In addition one of the benefits of using technology in learning English is to make students more interested in the language through new approaches [6]. According to Arifah the Internet, through technology, helps motivate students to teach. Also with technology we can use pictures, movies and music together during classes to develop their intellectual thinking. Another advantage is that students can download and use various programs related to the English language on their phones [7].

### Methodology

Some research survey was carried out using technology in learning language. For instance: Solanki, Shyamli and Purhosein Gilakjani supported the idea that the way language is taught has been changed. The researcher continued that the use of technology helps students learn based on their interests [8] [6]. However Ullah and Farzana collected data for the study in a qualitative and quantitative way. Researchers used the mixed methods to collect and evaluate data in accordance with the objectives and questions of the study. 60 students attended this survey, the qualitative method mainly involved interviews and analysis of previous studies [9].

The main purpose of writing this review was to show technology has been used in literature. 11 articles analyzed about the Technology. These studies have been discussed below:

Year	Author	
2011	Baytak, Tarman and Ayas	Showed the study was conducted on the use of technologies in Language Teaching.
2014	Alsaleem	Discussed about WhatsApp apps into discussion notebooks in English to help students to write better and speak clearly.
2018	Ahmadi, D., & Reza, M.	Discussed how the use of modern technologies can help students learn English as a second or foreign language.
2018	Dziuban, C., & Sicila, N.	Examined where information technology increasingly communicative with another, this study examined a number of outcomes, consequences, and potential future paths for blended learning (BL) in higher education.
2018	Ullah, S. & Farzana, Q.	Studied this article aims to examine how technology is used in Bangladesh to teach English at the Secondary School.
2019	Atas, A. H., & Çelik	Described the use of gadgets by young people in a developing country, focusing on the reasons, models and circumstances of mobile phone use.
2019	Huang	Discussed of the XXI century is the effective use of new technologies in various learning scenarios.
2019	Yalcımalp S & Ayci Ü	Presented systematic review was to search and summarize articles on the use of new digital educational technologies and systems in the field of creativity and education.
2021	Van, L. K., & Pham, V. P. H.	Presented the use of technology in teaching English, there is a significant opportunity to increase.
2021	Wang & Cui	Discovered the impact of learning in the undergraduate system in general colleges and the factors that influence it.
2021	Leoste, J., & Grauberg, I.	Studied “My future colleague robot” initiative, which aims to improve the skills of university professors in integrating the latest

Baytak, Tarman and Ayas showed that adding the use of technology improved students' learning abilities. According to students, the use of technology in the classroom improves the learning process and makes it more interesting. In addition, the students argued that technology makes learning fun and participatory. The use of technology improves participants' motivation, interpersonal communication, learning and participation, which was another conclusion of the study [10].

Alsalem discussed about that WhatsApp application helped participants improve their writing, speaking, vocabulary and language skills. In a study published in 2013 Godzicki, Crofel and Michaels examined classroom inspiration and student participation. The results are more likely to attend classes. When it comes to accessibility and inspiration, technological tools show growth [11].

Ahmadi discussed several points of view that encourage English learners to improve their technological literacy. In this article, the author defines the terms "technology" and "technology support", discusses how the technique is used in language classes, reviews previous research on the use of technology to improve language learning ability, and gives some recommendations on how to use these technologies more effectively to help students develop their learning abilities. According to the study of the literature, the effective use of modern technologies increases the ability of English language learners to learn new languages [4].

Dziuban and Sicillia examined the authors claim that when studying effectiveness, BL focuses on achieving, succeeding, and accepting students' learning situations. When interacting with minority status in face-to-face and online learning, the rates of success and dropout contrast with those of BL. According to a study of students' perception of course superiority, there are reasonable rules for making decisions "if" to make decisions about how students can improve their educational experience. These guidelines apply regardless of the type of course, the intended importance of the subject, or the expected grade. The authors conclude that, despite the fact that blended learning predates modern learning technologies, as it develops it becomes more closely related to these technologies, since they begin to resemble some features of people's thinking [12].

Ullah and Farzana conducted reserch to take attitudes about technology in Learning language among teachers and students. Extremely, it howed how the use of technology affects the learning and teaching of English. Sixty students and eight teachers from four Bangladesh private schools were selected to participate in the survey on the use of technology in teaching English. The study was connducted using a mixed methods approach by researchers, who used two sets of questionnaires – one for teachers and one for students – and semi-structured interviews to collect data. The results showed that the use of technology in education has its advantages and disadvantages. Although teachers like to use technology in the classroom, there are timelimits, lack of professional training, and technical assistance from the authorities that make such teaching difficult. And according to the students' response the use of technology during the lesson showed results that did not bring ggod benefits for them [10].

Atas and Çelik described this article involved 842 students from 101 different universities. The study used the Cross survey method. In terms of usage patterns, most students use their telephones for about 3 years, mainly in the evening and / or at night, about 5 hours a day. They also use their smartphones to access the Internet for about 4 hours a day and check them on average 28 items a day. According to the results, the most common purpose of using a cell phone is to chat with someone, then monitor social media and search the Internet, and shopping is less common [13].

Huang discussed four types of technology in this research: learning analytics, artificial intelligence, adaptive technologies, and wearbale devices. In each of these four industries, selected technologies are evolving and will continue to evolve for a while. It should be nored that technology does not have to be a real device; rather, technlogy can be broadly defined as a

systematic and disciplined application of knowledge. This chapter discussed implementation issues as well as the potential impact of these new technologies on teaching and instruction [14].

Yalcinalp and Ayci reduced the list of 267 articles to 37 relevant articles. In order to better understand the current state of the study, these articles were linked in quantitative and qualitative terms. The analysis reveals a new distinction between articles on technology and articles on curriculum development in technology-related courses. It is concluded that research in the field of educational technologies and creativity has touched on important issues in this area in general, but it is necessary to eliminate certain discrimination. In particular, he advocated for further research on the impact of technology on creativity in adult education and lifelong education. It is believed that they will be of interest to both researchers and practitioners working in the field of creativity and education, as well as interested in the use of educational technologies and tools [15].

Van and Pham presented there weren't many studies showing how technology can help you speak, listen, read and write in English. That 2-week study involved third-year participants in the Wang Lang University foreign language learning program. The questions focus on the use of technology to learn English. Then, in order to draw general conclusions and conduct a survey, scientists collect all the answer data. Authors see the achievement of four skills after using English learning technology, so this effect is given as a percentage (30%, 50%, 80%) depends on the results of the survey [16].

Wang and Cui discovered that the teaching effect is primarily influenced by four dimensions: teacher, student, teaching method, and teaching environment. The authors then reformed the teaching method and tested its effectiveness. The results showed that the reformed teaching method significantly improved students' professional English ability more than the traditional teaching method. As a result, higher education institutions are advised to develop a set of scientific, reasonable, and practical evaluation methods for teaching effectiveness that take into account teaching requirements, policies, faculty and capital investment. The research findings lay the groundwork for higher education's long term healthy development [17].

Leoste and Grauberg studied the notion of collaborative learning and the way it is influencing teaching methods and adult educational experiences. This section also discusses instructional material and faculty methodologies that can be applied to blended learning in order to continue fostering an encouraging educational environment for both in-person and online students. To continue promoting blended learning and satisfying the demands of today's learners, future research initiatives can concentrate on teachers' professional development and academic assistance [18].

Although some research have highlighted the difficulties facing students, the studies mentioned above present a variety of disadvantages of employing technology.

For instance, Ahamdi's research, the use of technology in today's of work, especially in the field of Education, has made our lives easier. However, technology has shown its effectiveness in teaching languages, especially in the real world, as a motivator and space for learning. Nonetheless, there are still disadvantages to the use of technology in education. The device can be abused by students who easily cheat. Students' ability to think critically may be limited by the constant use of technology. As a result, this essay examines the advantages and disadvantages of using technology in teaching languages. Teachers who want to incorporate technology into their ESL (English as a second language) classes may find this article a useful resource. The question of whether technology affects students' attitudes may be the subject of future research [4].

## **Conclusion**

This article discusses the views and theories of researchers on the use of technology in language teaching. According to several scientists, technological resources have a positive impact on students, teachers and other professionals, as evidence by the study of the literature. Teachers need to help apply the latest technology in language learning. According to the study, technology can benefit teachers and students in different ways when used correctly. It is a tool that helps

students solve their learning problems and apply what they have learned in practice. The review literature also states that the use of technology is important for learning a language at its own pace, helping and creating self-understanding. As for its consequences, before sending course-related emails or lecture notes, you should carefully consider the time of data transfer. The most important information, reminder or message should be sent in the evening and/or at night. You should send small portions of messages or information related to the course. In addition, to use smartphones for educational purposes, it is necessary to accompany the daily routine of students. As students continue to use their mobile phones during lectures, it is necessary to develop effective solutions for their inclusion in the educational process. In conclusion, the effective use of modern technologies in the classroom contributes to increasing the cognitive activity of the student, independent learning, and the formation of creativity.

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## THE ROLE AND ESSENCE OF PEDAGOGICAL TECHNOLOGIES IN TEACHING ENGLISH

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**Abstract:** This article deals with significant role and essence of pedagogical technologies in the process of teaching English. Also it points out that the purpose of education is the formation of an individual who is able to freely navigate on the basis of deep knowledge, skills and competencies acquired in accordance with the requirements of modern society. Nowadays in the educational process it is important to teach learners to be a person who is able to achieve the set goal through cognitive activity, the person who is able to independently make correct, effective decisions. The article discusses the methods of pedagogical teaching technologies that are replacing traditional teaching methods. In modern times, it is necessary to provide youth with new knowledge related to information technology that meets the world standard. In order to make the lesson more interesting and increase the interest of students, it is necessary to change each lesson. To do this, it is necessary not to be limited to one technology, but to use elements of different technologies. There are a lot of methods that are used today to provide effective knowledge, increase students' interest in new technologies, and each teacher will benefit only if he can use them effectively. Innovative activity (technology) applies to all aspects of the didactic process: organizational forms, content and technology of training, educational and cognitive activity. The following interactive learning technologies were distinguished and described in detail: game method, design learning technology, computer technology.

**Key words:** teaching, pedagogical technology, English language, project method, ICT technologies.

Today, significant changes are taking place in school education, which cover almost all aspects of the pedagogical process. The student's personal interest is a decisive factor in the educational process. The main learning strategy becomes a personality-oriented approach that puts the child's personality, his abilities and abilities, inclinations and needs at the center of the educational process. All this can be implemented on the basis of new educational technologies. Currently, this concept is firmly embedded in the pedagogical lexicon. Technology is a set of techniques used in any business, skill, art (explanatory dictionary).

Pedagogical technology is the design of the educational process based on the use of a set of methods, techniques and forms of organization of training and educational activities that increase the effectiveness of training, the use of which has a clearly defined result. With the mastery of any new technology, a new pedagogical thinking of the teacher begins: clarity, structurality, clarity of the methodological language, the appearance of a reasonable norm in the methodology [1, p.6].

Applying new pedagogical technologies in the classroom, I became convinced that the process of learning English can be viewed from a new perspective and master the psychological mechanisms of personality formation, achieving better results.

Various pedagogical technologies help to diversify educational activities, and also contribute to increasing motivation to learn. Within the framework of the new educational paradigm, motivation to learn occupies an important place. The purpose of motivation is the formation of children's sustained interest in the subject, the development of communicative and

creative abilities. Thus, the main task of the teacher is to choose techniques and methods to stimulate the active cognitive activity of students, the realization of the creative potential of each participant in the educational process.

The purpose of my work is to identify the possibilities of modern pedagogical technologies as a tool to increase motivation for learning and learning effectiveness, and the development of creative abilities of children in English lessons.

In accordance with the set goal, the following tasks are defined:

- the study of innovative forms of education in domestic and foreign methodological literature;

- the use of PT in English lessons as a means of improving the effectiveness of teaching;

- creating conditions for creative activity in English lessons through various modern pedagogical technologies;

- generalization of the experience of using innovative forms of teaching in English lessons.

Thus, modern pedagogical technologies are not only the use of technical means of teaching or computers, it is the identification of principles and the development of methods for optimizing the educational process that increase educational efficiency.

In turn, the effectiveness of the educational process should be provided by the information and educational environment - a system of information and educational resources and tools that provide conditions for the implementation of the basic educational program of an educational institution [2, p.3].

A foreign language teacher teaches children the ways of speech activity, so we are talking about communicative competence as one of the main goals of teaching foreign languages. Modern forms of education are characterized by high communicative ability and active involvement of students in educational activities, activate the potential of knowledge and skills of speaking and listening skills, effectively develop the skills of communicative competence of students. This contributes to adaptation to modern social conditions, because society needs people who are quickly oriented in the modern world, independent and proactive, achieving success in their activities. Any innovation activity is based on creativity. Creative activity involves the development of the emotional and intellectual spheres of personality [3, p.6].

To increase the effectiveness of the educational process during English lessons, I use the following educational technologies, taking into account the age characteristics of children:

### **Games**

Games allow for a differentiated approach to students, to involve each student in the work, taking into account his interests, aptitude, level of training in the language. Exercises of a playful nature enrich students with new impressions, activate vocabulary, perform a developmental function, relieve fatigue. They can be diverse in their purpose, content, methods of organization and conduct. With their help, you can solve any one task (improve grammatical, lexical skills, etc.) or a whole set of tasks: to form speech skills, develop observation, attention, and creativity, etc.

Some games are performed by students individually, others – collectively.

Each exercise of a playful nature requires at least 10-12 minutes of study time.

Individual and quiet games can be performed at any time of the lesson, collective games should preferably be held at the end of the lesson, since they have a more pronounced element of competition, they require mobility. The same exercise can be used at different stages of training. At the same time, the linguistic content of the game changes, the way it is organized and conducted.

The use of role-playing games provides ample opportunities for activating the educational process. It is known that a role-playing game represents a conditional reproduction by its participants of real practical activities of people, creates conditions for real communication. The role-playing game can be used both at the initial stage of training and at the advanced stage. It always presents a situation that indicates the conditions for performing an action, describes the actions to be performed, and the task to be solved. In a situation, it is necessary to give

information about the social relationships of the partners. The description of the role is given in the role card. Students need to be given time to get into the role. The roles are assigned by me, but they can be chosen by the students themselves. It depends on the characteristics of the group and the personal characteristics of the students, as well as on the degree of their mastery of a foreign language.

**Project technology**

This technology is aimed at developing an active independent thinking of the child and teaching him not just to memorize and reproduce knowledge, but to be able to apply it in practice. It is important that children learn to cooperate while working on the project, and learning in cooperation brings up mutual assistance, desire and ability to empathize in them, creative abilities and activity of students are formed. The use of this technology makes it possible to provide for all possible forms of work in the classroom: individual, group, collective. The implementation of project tasks allows students to see the practical benefits of learning a foreign language, which results in an increase in interest and motivation to study this subject. Learning by actively involving the student in the learning process leads to mastering the art of communication. The activity of students in the classroom and outside of school hours is significantly intensified. Even insufficiently motivated students show interest in the language while performing creative tasks. The use of the project activity method is possible when studying individual topics of the course (For example, "My ABC", "Me and my friend", "Favorite menu", "Our class", "Famous people", "Sights of London", "Planet Earth", "Foreign languages in my life" and others). By completing the tasks of the project, students get the opportunity to practically apply their knowledge of a foreign language. Schoolchildren themselves find the necessary information containing valuable regional, lexical, grammatical material, using for these purposes not only the textbook material, but also other sources of information. In search of information, my students actively use magazines for English language learners and Internet resources.

In elementary school, it is possible to use both mini – projects designed for one lesson or part of it, and large projects that require a long time to complete them. Projects can be individual (for example, collage or album “Me and my friends”, “My family”, “My first book”) and group (“Favorite pets”, “Our school”).

Effective methods and techniques used in practice in determining such basic competencies as intellectual, communication and worldview in the model of a modern teacher of a new formation are as follows:

Table 1. Teaching English using computer technologies, including the capabilities of a multimedia room [4, p.20].

Teaching English	Ways to solve the methodological problems of teaching a multimedia room		
Internet resources	Electronic textbooks, computer training program	Interactive module	Audio-video
online	vocabulary, grammar,	Forum, chat, web quest (project work of students, discussion)	personal work
performing tasks	phonetics		designed to do
free electronic	ready for use		tasks and
register for competitions,	materials, read		methodical
from the publishing house "McMillan"	application for		recommendations
educational and methodical	texts, design		using



Use of the complex	for works		video
the internet	materials		materials
authentic sound			view
based on texts			
listening			
comprehension skills			
improvement			

Information and communication technologies (ICT).

To date, ICT has taken a strong place in the educational process. With the help of ICT, the following principles are implemented: visibility, accessibility, differentiated approach in teaching, practical orientation, systematic presentation of the material. These principles are the basis of learning, as they contribute to the development of the personality of each individual student within the educational process. Now the training becomes fascinating and interesting, since the student is given a task not in a traditional form, but in a modern and attractive one. Multimedia resources help to make each lesson special for both the student and the teacher. In this case, we need to talk about the degree of participation of both in the modeling of the lesson. The teacher poses a problem — the student is looking for ways to solve it, the teacher offers a form of work and partial filling of the lesson — the student helps to fill the lesson, for example, in the form of a presentation, and the like.

The computer has a huge potential for the formation of positive motivation for learning, the removal of tightness and a number of complexes that prevent the child from learning, and is not eliminated in direct communication with the teacher. Screen and sound learning tools successfully solve this problem. The figurative material copies reality, serves as a model that gives with varying degrees of accuracy of representations about the original. The combination of auditory perception of the image with visual increases the effectiveness of training. When learning a foreign language, it is important to master knowledge and develop skills brought to the level of automatism of skills. This can only be achieved by repeated repetition. In this case, the computer can act as an infinitely patient tutor, taking into account the individual characteristics of the student. Since language is a means of communication, communication, and speech is a way of this communication, then mastering the means is possible only when creating conditions for communicative problematic educational situations. A training computer is a tool that organizes and manages the independent work of trainees, especially in the process of training work with language and speech material. This determines the nature of the exercises and methodological techniques used.

Modern internet tools have also become a kind of method. This, that is, through various programs, educational platforms, including the Wordwall program, allows you to familiarize yourself with the lesson, check homework, compile test questions. Internet sites such as Quizlet, Kahoot, Quizzes, Plickers are very good tools. Firstly, it increases the interests of students, and secondly, learning a language becomes a much easier and more interesting process [5].



### Computer games

“We’re shopping.” Trainees have a list of products they want to buy. They have to find the appropriate store, enter and buy the goods. If there are no necessary goods in the store, they need to get on the bus and go to the supermarket. Trainees must print complete answers in a foreign

language on the screen.

**“London Adventures”**. An exciting game that uses a map of London. The players are traveling around London and at the end of the trip they have to get to Heathrow Airport after making certain purchases. The game is designed for a regular lesson and encourages the use of foreign words in a variety of situations.

**“Catch the word”**. A flock of word fish swims on the screen, and the fisherman must catch them and arrange them in the right order. The working language of the program is foreign. All possible combinations of words are allowed, which appear on the screen after each successful attempt, and so on.

An effective means of implementing a multi-level approach and individualization of foreign language teaching is the use of electronic textbooks. The volume of such a manual, compared with a similar printed one, is an order of magnitude higher and provides students with much broader work opportunities. It is possible to choose an acceptable level of difficulty, it is possible to switch to another level of difficulty. The electronic manual saves time by allowing you to do without a dictionary. Hyperlinks help not just translate a word, but reveal the concept in more detail, giving reference material. Electronic manuals have more interactivity than printed ones, thanks to the ability to navigate through the information space of the manual using the menu. It should be noted that the presence of a well-developed computer program does not facilitate the work of the teacher at all, but helps to make it more effective. The computer has significantly improved the age capabilities of children who easily master the techniques of work that were previously available only to highly qualified specialists [6, p.97].

In conclusion, I would like to note that a modern teacher cannot work effectively without the use of modern pedagogical technologies in his work, the use of which is one of the main conditions for improving the quality of education, reducing the workload of students, and more efficient use of school time

Thus, summing up, we can say that modern pedagogical technologies are a huge number of opportunities that lead to motivation as the main motor mechanism of human education and self-education, which is a reflection of my pedagogical credo - "desire is a thousand possibilities, unwillingness is a thousand reasons ..."

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# SCAFFOLDING ARGUMENTATIVE ESSAY WRITING THROUGH A FACEBOOK CLOSED GROUP AT TERTIARY LEVEL

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## Abstract

Social networking sites can serve well for Mobile-Assisted Language Learning (MALL). Among them Facebook is a widely used one and is integrated into higher education to create a community and ease interaction between students and staff. Responding to the calls of earlier studies to utilize Facebook closed groups into writing instruction, we devised a case study as a Bachelor of Art thesis graduation requirement of the first researcher to explore how preparatory programme English majoring students (N=57) perceived the use of such a group for extracurricular argumentative writing practice. We devised a 6-week-application extracurricular activity process to scaffold argumentative writing instruction where the participants joined a Facebook closed group created by the first author as the facilitator of the group discussions. They participated in discussions on current debates, making their voice heard, interacting with the posts, and replying to each other's comments. The topics of the discussions were parallel with topics of the argumentative writing course syllabus. After every week's discussion where the participants were supposed to read the related material to have input and discuss on the issue, they wrote argumentative essays in the classroom about a parallel topic. At the end of the process, we asked the volunteers (N=21) to fill in a self-report with 7 open-ended items in the form of an open-ended questionnaire to let us learn their experiences and understand their attitudes. Besides, we conducted a focus group interview to further our understanding of the issues and to cross-check the questionnaire data. The findings indicated that the participants mostly found the process beneficial and integrated what they learned there into their classroom writing. The application helped them brainstorm on the issues, empowered their writing with arguments and counterarguments, increased their motivation to read further, offered them the chance to hear their peers' perspectives, and prepared them for writing beforehand. Although most thought that the process made it easier to write argumentative essay, there were complaints about the platform itself, and the challenging nature of the tasks due to their other departmental responsibilities. At the end, both taking our observations into account and giving an ear to the participants' suggestions, we offer pedagogical insights to those who want to maximise the potential benefits of social media for writing instruction.

**Keywords:** Social media, Facebook closed groups, MALL, argumentative writing

## Introduction

In today's world, Information and Communication Technologies (ICTs, hereafter) serve well for a wide variety of reasons for people from all walks of life. Those technologies have been also integrated into education as teachers and students tend to utilise such communication Technologies as "great opportunities for the delivery of education" [Gezgin et al., 2018]. Their use for particularly language education is expressed with paradigms such as Computer Assisted Language Learning (CALL) and Mobile Assisted Language Learning (MALL). While the former should be understood as the use of computers to aid learning by offering language input or serving as a tool, the latter refers to the utilization of mobile devices such as mobile phones, MP3/MP4

players, palmtop computers in language education [Kukulska-Hulme & Shield, 2008]. Related to those paradigms, social networking sites, as an integral part of modern life, have started to serve for diverse purposes for the 21st-century learning contexts. Among those sites, Facebook is one of the oldest and widely-used social networking site/social networking service [Ariantini et al., 2021]. It is owned by Meta Platforms, i.e., American technology giant. This social networking service has been documented to have been used as a promising educational tool, ensuring whenever and wherever learning.

The related literature has offered positive research outcomes of its integration into language learning: promoting English learning engagement and motivation [Espinosa, 2015; Ramdani & Widodo, 2019]; enhancing writing as well as speaking and listening in an integrated way [Rodliyah, 2016]; developing creative and critical thinking [Wang & Chen, 2019]; improving English proficiency, including reading [Akayoğlu et al., 2020], listening [Al-Arif, 2019], speaking [Ramdani & Widodo, 2019], vocabulary [Rodliyah, 2016], grammar [Al-Arif, 2019], pronunciation (Al-Arif (2019), and writing and spelling [Rodliyah, 2016].

For language learning, writing is an important skill to develop, and students are expected to be equipped well with academic writing skills in higher education, for “we are ultimately defined and judged by our writing” [Hyland, 2013, p. 69]. The ones with poor academic writing skills in English are marginalised in both undergraduate and graduate programmes [Altınmakas & Bayyurt, 2019]. However, several scholars have drawn attention to the challenging nature of academic writing. Learners are supposed to follow certain academic writing conventions; care for several issues, including content, organisation, and clarity [Gastel & Day, 2016]; may tend to procrastinate due to its demanding nature, have difficulty to start writing, and suffer from low English proficiency [Belcher, 2009]; may lack writing training and practice in both their mother tongue and English; have high writing anxiety and low self-confidence [Altınmakas & Bayyurt, 2019], to list but a few. Several studies have been documented to deal with diverse writing-related issues. However, there are recent calls to conduct further studies to exemplify classroom implementations to get better results. Thus, responding to calls to conduct writing-related studies going far beyond diagnosing such problems and taking actions and to utilize Facebook closed groups into writing instruction, [see, for instance, Rodliyah, 2016], a case study was devised to explore how preparatory programme English majoring students (N=57) perceived the use of a Facebook-closed group for extracurricular argumentative writing practice. The following research questions guided the current research:

1. What are the perceptions of the EFL students towards the integration of Facebook into their academic writing class?
2. Did students use their friends’ comments, ideas, or the content of the posts as a material for their argumentative essays?

## **Methodology**

To investigate the reactions of preparatory programme English majoring students to the use of a Facebook-closed group for extracurricular argumentative writing practice, a 6-week-classroom implementation extracurricular activity process was devised. The researchers aimed at scaffolding argumentative writing instruction outside classroom borders; therefore, they decided to create a closed Facebook group and asked the participants to join the group. The participants were supposed to read the shared materials on current debates by the first researcher, participate in discussions, interact with the posts, and reply to each other’s comments. The topics of the Facebook class were parallel with those of the argumentative writing course syllabus and argumentative in nature: euthanasia, tongue operation, Tik-tok, transgender Olympic athletes, brain drain in Turkey, legalising death sentence (see the Appendix).

In the current case study, which should be understood as a popular qualitative research design to investigation various social issues related to behaviours and relations in a detailed way

[Mayring, 2011]. The participants were supposed to write argumentative essays in the classroom after every week's discussion on about a parallel topic. The ideas of the volunteers (N=21) were gathered with a self-report with 7 open-ended items in the form of an open-ended questionnaire and a focus group interview covering parallel items (N=5). The qualitative data from both data gathering instruments were analysed using content analysis.

## **Findings**

The questionnaire and focus-group findings of the current research are briefly presented below.

### ***Open-ended Questionnaire Findings***

The findings are presented under four themes: benefits, challenges, suggestions to better the implementation, satisfaction, and integration. The benefits were categorised into five sub-themes: (1) knowledge increase; (2) idea exchange; (3) classroom implementation; (4) skill-enhancement); (5) motivation. The participants stated that this activity offered them related input from which they learned much (N=9) and developed various ideas (N=5). Regarding idea exchange, it was found that the experience seemed to offer them chance to express their ideas freely (N= 2) and hear different perspectives (N=2). Some also touched on its role for classroom implementation, as a few found the topics they discussed engaging (N=2) and time saving (N=2), for it empowered them with input and ideas for their writing in the classroom. Besides, skill enhancement was also identified, i.e., increase in cultural awareness (N=1), perspective development (N=1), and enhanced interaction skills (N=1). Lastly, two touched on motivation increase to read more (N01) and do further research (N=1) to help their academic writing in the classroom. The following two excerpts taken from the open-ended questionnaires exemplify some of those benefits:

*I think it is beneficial. Because we were not aware of the subject we were going to write in advance, and it was very difficult for me to both generate ideas and translate them into English during the lesson. However, after this application, I was able to read researches and have an idea before coming to the lesson about the subject we will write. This helped me both in terms of time and content. [Participant 11, grammar mistakes in original]*

Some challenges were also identified, which fall into two broad categories as platform-related challenges(N=5) and implementation-related ones (N=3). The former covers weaknesses such as negative attitudes towards Facebook platform (N=4) and notification problems (N=1). The latter, on the other hand, covers issues such as inappropriate topics (N=2) and limited time for discussions (N=1). The following excerpts exemplify some of those challenges:

*In my opinion, not everyone may like, be interested in, or have no idea about everything. This is normal, but sometimes there are topics that are too narrow to really talk about, and that creates a bit of a problem. For example, there was a transgender weightlifter issue. Probably everyone thought the same thing because there was little that could be thought of. [Participant 6, grammar mistakes in original]*

Besides, the participants were asked to offer suggestions to better the implementation, which fall into three broad categories. Student-based suggestions (N=6) were as follows: students themselves choosing the topics (N=4), scaffolding students about ICT skills (N=1), and encouraging more interaction between students (N=1). On the other hand, content-based suggestions (N=3) were shorter texts (N=1), more visual content (N=1), and more common topics

(N=1). Lastly, platform-related suggestions (N=6) should be understood as their wish for a social media platform other than Facebook (N=6).

To explore their satisfaction with the implementation, the participants were asked to evaluate their experience out of 10, i.e., 1 as the lowest and 10 as the highest grade. The overall satisfaction score with the process was found 8.28, which could be interpreted a high satisfaction with the integration of Facebook into academic writing. To understand their honest views, they were also asked to create metaphors. The analysis showed that they did not create any negative ones. The positive metaphors were a light, language app, plant, flashlight, cake, cloud, book, pomegranate, closet, flower, and guide to show how the implementation illuminated with ideas and guided them for writing argumentative essays in the classroom. On the other hand, there were three neutral ones, i.e., pillow, public transportation, and diary. Two representative metaphors with their justifications are as follows:

*This application is like a light because it illuminates our thoughts that are already there in the dark in our minds. [Participant 2]*

*An effective application is like a public transportation vehicle, but the only difference is your own effort and effort, not the driver who takes you to the route... in short, everyone benefits as much as they want to. [Participant 18]*

Lastly, they were also asked for the ways of utilising the Facebook closed-group discussions in their academic writing products. There were some who used peers as a source by integrating peers' arguments into their texts (N=4), and being inspired by their peers and devising support and arguments and counterarguments based on their comments (N=2). The second category covered those who used self as a source, i.e., using only their own comments and ignoring those of their peers (N=3).

### ***Focus-group Interview Findings***

To triangulate the findings, 5 volunteer participants were invited to offer their view in a focus-group interview with 4 questions about the strengths of the application, problems they encountered during the process, the way it affected their writing process, and their suggestions to make the application better. The findings support those of the open-ended questionnaire. The strengths of the implementation were found its potential to help them develop ideas and produce arguments and counterarguments for their writings, enhanced cultural knowledge, and increased motivation to search further. On the other hand, they touched upon challenges such as notification problems (N=1), controversial topics (N=1), and sensitive issues (N=1). Besides, they reported to have utilized this experience to write better argumentative essays and to have felt more comfortable because they could think about the topic before the lesson (N=2). Lastly, regarding their suggestions to better the implementation, they expressed their wish for increased student autonomy and another platform other than Facebook. They wanted to choose the topics to discuss themselves and have a debate-like activity on Facebook.

### **Discussion & Conclusion**

Overall, the participants were mostly found positive as it helped them produce arguments and counterarguments, thereby getting prepared for classroom writing beforehand. Yet, it was not without limitations such as negative attitudes toward the platform itself. The findings support those of the earlier studies: students found it easier to write essays after participating the discussions on Facebook [Yunus & Salehi, 2017]; they held positive attitudes towards the implementation [Yunus & Salehi, 2017]; and they felt more comfortable with writing argumentative essays after reading and discussing the parallel topics on Facebook; their language learning motivation increased [Espinosa, 2015]; their knowledge widened [Rodliyah, 2016]; they learned from others' writing [Rodliyah, 2016].

Such a positive picture could encourage the researchers to reach the conclusion that as there is a possibly close relation between high writing proficiency and time spent on pre-writing stage [Sasaki, 2000], such alternative implementations could empower novice academic writers by equipping them well to develop arguments and counterarguments before they come to the classroom.

Dealing with such related language input could enhance their reading skills as the participants felt more motivated to do further research to learn more in the present study. Besides, seeing such related language input before writing could serve well, for it could offer them chance to imitate writing as successful writing is related to effective imitation” [Gastel & Day, 2016, p.12]. Those positive outcomes highlight the possibility to boost EFL learners’ academic writing confidence, as in this way those having difficulty to start writing and having a satisfactory end-product could be scaffolded [Belcher, 2009].

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#### APPENDIX. WEEKLY TOPICS

Weeks	Topics	Questions Asked	Materials/ Language Input
Week 1	Legalization of euthanasia in Turkey	1.What do doctors think about Euthanasia? 2.Under what terms they find it reasonable to apply Euthanasia? 3.Do you believe that doctors apply euthanasia secretly? Do you find passive euthanasia more ethical or not?	<a href="https://www.theguardian.com/.../euthanasia-and-assisted...">https://www.theguardian.com/.../euthanasia-and-assisted...</a>  <a href="https://www.ntv.com.tr/.../otanazi-nedir-otanazi-hangi...">https://www.ntv.com.tr/.../otanazi-nedir-otanazi-hangi...</a>  <a href="https://www.ntv.com.tr/.../turkiyede-pasif-otanazi-hakki...">https://www.ntv.com.tr/.../turkiyede-pasif-otanazi-hakki...</a>  <a href="https://www.haberturk.com/.../834422-turkiyede-gizlice...">https://www.haberturk.com/.../834422-turkiyede-gizlice...</a>
Week 2	Tongue operation for	1.People undergo surgeries on many different organs. Tongue is one of them. What do you think about	<a href="https://www.latimes.co">https://www.latimes.co</a>



	accent variety in English learning	tongue operation? Why people have tongue operation? 2.Can someone who is practicing speaking skills a lot have a native like accent?	<a href="https://www.rossettastone.co.uk/.../why-are-accents.../">m/.../la-xpm-2004-jan-18-adj...</a>  <a href="https://www.rossettastone.co.uk/.../why-are-accents.../">https://www.rossettastone.co.uk/.../why-are-accents.../...</a>  <a href="https://www.cambridge.org/.../english-teacher-should.../">https://www.cambridge.org/.../english-teacher-should.../</a>
Week 3	The current argument to ban Tiktok for people under 18	1.Do you use TikTok? If you are using it, do you share videos or just watch them? What is your general opinion about the content? 2.What do you think about the deaths because of Tiktok? Is it parents' fault?	<a href="https://www.thesun.co.uk/.../tiktok-deaths-suicides.../">https://www.thesun.co.uk/.../tiktok-deaths-suicides.../</a>  <a href="https://www.bbc.com/news/technology-53921081">https://www.bbc.com/news/technology-53921081</a>  <a href="https://shiftdelete.net/tiktok-akimi-9-yasindaki-cocugu.../">https://shiftdelete.net/tiktok-akimi-9-yasindaki-cocugu...</a>
Week 4	Transgender Olympic athletes competing with other athletes that they share the same biological gender	1.Do you believe that Laurel Hubbard has an unfair advantage?	<a href="https://www.youtube.com/watch?v=vw_ZIJSompE">https://www.youtube.com/watch?v=vw_ZIJSompE</a>  <a href="https://www.dw.com/.../unfair-advantage-or.../a-57995840">https://www.dw.com/.../unfair-advantage-or.../a-57995840</a>
Week 5	The argument for limiting	1.Can you please discuss about the reasons why healthcare staff in Turkey tend to go to abroad?	<a href="https://www.bbc.com/tu">https://www.bbc.com/tu</a>

	brain drain in Turkey		<a href="http://rkce/haberler-turkiye-59657943">rkce/haberler-turkiye-59657943</a>  <a href="https://www.webtekno.com/doktor-beyin-gocuh121440.html">https://www.webtekno.com/doktor-beyin-gocuh121440.html</a>
Week 6	Legalization of death sentence in Turkey	<p>1.What do you think about death sentence? Which crimes should be punished with death penalty?</p> <p>2.Please explain which one is worse: life sentence without parole or death sentence?</p>	<a href="https://www.theguardian.com/.../singapore-appeal-court...">https://www.theguardian.com/.../singapore-appeal-court...</a>  <a href="https://tr.euronews.com/.../idam-cezas-nedir-bu-cezaya...">https://tr.euronews.com/.../idam-cezas-nedir-bu-cezaya...</a>  <a href="https://usa.inquirer.net/87987/how-long-is-a-life-sentence">https://usa.inquirer.net/87987/how-long-is-a-life-sentence</a>

# THE IMPACT OF ETWINNING: UNRAVELLING THE VIEWS OF IN-SERVICE ENGLISH LANGUAGE TEACHERS

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## Abstract

Information and Communication Technologies have extended classroom borders, offering chances for both teachers and students to carry on teaching and learning activities whenever and wherever they desire. Such technologies allow teachers and students to create a dialogue and collaborate on different platforms for a common goal using the necessary tools and services. Among these venues, eTwinning, launched by the European Commission's e-learning Programme as a part of Erasmus+, has gained much popularity as a way to contribute to the creation of a community of practice, enhance communication, encourage school collaborations, ease cultural exchange, encourage the use of new technologies, aid learning, and ensure continuing teacher professional development in Europe. Besides, there is a growing body of research on the potential benefits of e-Twinning for language learning, including increasing language learning motivation, enhancing listening and speaking skills, encouraging active participation, contributing to socialization, developing social skills, and increasing (inter)cultural knowledge, awareness, and sensitivity. While there are studies focusing on individual aspects and returns of the use of eTwinning for teachers, only a limited number of research studies explored the broad role of eTwinning activities on teachers' language teaching practices, their students' learning, their professional development, and intercultural competence all at once. Therefore, this study aimed to investigate the perceived impact of e-Twinning experiences of 27 in-service English language teachers (F=23; M=4) on the aforementioned domains in a large-size province in Turkey. The data were gathered through a self-report questionnaire and analyzed using descriptive statistics. The results confirmed that participating in e-Twinning activities was found accommodating for all domains. It is anticipated that the conclusions drawn from such small-scale studies from the perspectives of involved actors could offer in-depth understandings, thereby providing helpful suggestions for teacher educators, language teachers, learners, and policymakers.

**Keywords:** e-Twinning, projects, ESEP, Turkey, in-service teachers of English, EFL

## Introduction

Information and Communication Technologies (ICT, hereafter) are an integral part of daily life today, and they have been documented to help extend learning beyond classroom borders, offering chances for learners to go on with learning whenever and wherever they want [Acar & Peker, 2021]. Various platforms have been set online that ensure collaboration, communication, and exchange between related parties through those technologies. One of them is eTwinning, which should be understood as a secure online platform, where teachers and students engage in various activities. That virtual telecollaboration platform was founded by the European Commission in 2005 to boost collaboration between Europeans and some neighboring schools. In 2014, it was integrated into Erasmus+, the European programme for Education, Training, Youth, and Sport [European Commission, 2023]. In this platform, teachers can communicate and collaborate with their colleagues from diverse schools, run projects or participate in existing ones with their students, find partners in a secure platform, i.e., TwinSpace, and exchange ideas,

thereby feeling a member of the learning community in Europe. While doing so, those teachers upskill together and go on developing professionally with webinars, online courses, conferences, and a wide variety of online professional development activities [European Commission, 2023].

The related literature has documented various positive outcomes of engagement in that collaborative platform. Some could be summarized as follows: increase in language learning motivation [Vendrell, 2022; Vettorel, 2016]; increase in student engagement [Akdemir, 2017]; enhanced intercultural awareness [Akdemir, 2017; Camilleri, 2016]; continuing teacher personal development; increase in self-confidence, better communication skills, enhanced socializing skills, foreign language development, develop qualities such as leadership [Acar & Peker, 2021; Akıncı, 2018], to list but a few. Despite all those benefits, eTwinning is not without its limitations, in that lack of related ICT literacy for not only students and but also teachers, infrastructural problems challenges in finding a suitable project partner, a healthy and continuing communication between partners, and the pressure to follow the national curriculum for teachers [Akdemir, 2017].

Turkey joined eTwinning in 2009, and since then it has contributed to the space much, in that it participated in various projects and got rewards for successful outcomes. The attempts are within the General Directorate of Innovation and Educational Technologies of the Ministry of National Education (MoNE), and the ministry has done much to disseminate the initiative and encourage teachers to engage in such activities. Numbers can show the promising contribution of Turkey, in that while the number of projects was 40382, the number of teachers engaged in eTwinning activities was 226597. Besides, 50736 schools were recorded to participate in the platform activities [as of 2021, Directorate General for Innovation and Education technologies, 2023]

The related literature has documented that the existing studies have focused on individual aspects and returns of the use of eTwinning for teachers. It can be seen that a limited number of research has explored the broad role of such activities on teachers' language teaching practices, their students' learning, their professional development, and intercultural competence all at once. Thus, the current preliminary study aimed at investigating the perceived impact of e-Twinning experiences of 27 in-service English language teachers on the aforementioned domains in a large-size province in Turkey.

## **Methodology**

To investigate the perceived impact of e-Twinning experiences of in-service English language teachers on the aforementioned domains, a case study was devised. The data were gathered from 27 EFL teachers (F=23; M=4) between the ages of 28 and 58 (the majority in their 30ies, with a mean of 39). 22 participants had an undergraduate degree (from 11 accredited high education institutions in Turkey), while 2 held a graduate degree and 3 had some graduate work. Besides, the analysis of the demographic data showed that while 20 studied English Language Teaching, 6 studied English Language and Literature, and 1 Biology Education in college. Furthermore, while 1 held MA in Applied Linguistics, another one held a degree in Educational Administration. It was also found that during their studies, only 4 spent at least a full semester abroad through the Erasmus+ or other mobility programs.

The analysis of the demographic information in the questionnaire showed that the participants taught English for anywhere from 2 to 23 years (18 in their 7th-15th years) in different grade levels and settings (grades 2nd through 12th in public schools, private language schools, and adult education centers). They were currently teaching in 7 different school types: Elementary (N=9), primary (N=5), Anatolian High School (N=5), and Anatolian İmam Hatip High School (N=5).

The in-service teachers were also asked to evaluate their digital competence levels: average (N=9), above average (N=12), or excellent (N=4). Only two perceived themselves as poor or below average. Besides, 7 participants were found to speak another foreign language other than English at or above the A2 level.

The participants were also asked to report on their eTwinning use. Most were found to use eTwinning for collaborating on projects others create (N=24) and for creating projects (N=22). The number of those who used the platform for communicating with teachers with similar interests was also high (N=19). Besides, 18 were found to use it to engage in professional development, while 15 utilized it to search for Erasmus+ partners. Lastly, one teacher stated that she used the platform for creating communication opportunities for her students. Furthermore, 16 participants were found to have been currently involved in an ongoing eTwinning project that they created. 10 have already completed an eTwinning project that they created. 7 received the National Quality Label; 7 received the European Quality Label. 5 have started creating an eTwinning project, but have not submitted it yet. 3 have not been involved in any eTwinning projects yet, but are planning to create one shortly; 2 have not been involved in any eTwinning project yet, but are planning to collaborate on one created by another party; 2 have not been involved in any eTwinning project and are not planning to—they are just interested in other eTwinning activities such as searching for Erasmus+ partners and participating in professional development activities. Lastly, one in-service teacher was found to have received the eTwinning Turkish Prize. The data of the current research were gathered through a self-report questionnaire and the descriptive statistics of the data were calculated., i.e., mean scores of the items.

## **Findings**

The questionnaire in the form of a self-report aimed at exploring the in-service English language teachers' views about the impact of eTwinning on language teaching practices (28 items), its impact on student learning (33 items), its impact on teacher professional development (16 items), and lastly its impact on intercultural development (9 items). In addition to those self-reported impact items, the participants were also asked to offer their suggestions for improved impact.

The descriptive analysis of the items on the impact of eTwinning on language teaching practices resulted in a high average score (M=4.14), which makes it possible to conclude that the teachers were aware of the potential of engagement with the platform for classroom practices.

It was found that participation in eTwinning activities seemed to improve the teachers' collaborative skills in working with others (M=4.41) most. On the other hand, although the mean score is high and close to agree, still the item with the lowest mean score showed that participation in eTwinning seemed to encourage the teachers to communicate online with parents (M=3.68) the least.

Similarly, the descriptive analysis of the items on the impact of eTwinning on student learning resulted in a high average score (M=4.15), which could be interpreted as the fact that the teachers thought that what the eTwinning platform offers for teachers and students, i.e., projects, professional development activities, communication chances, possibility to exchange materials and ideas, all could contribute to student learning.

The teachers reported that engagement with activities on the eTwinning platform could help their students' learning by encouraging them to communicate online with parents (M=4.33), thereby supporting student learning. On the other hand, they thought that such engagement could enhance their students' pronunciation skills the least (M=3.76).

The in-service teachers were also asked to report on their views about the impact of eTwinning on teacher professional development. Similar to the results in the first and second domains, a high average score was found (M=4.15).

The findings showed that participation in eTwinning activities made their teaching work easier (M=4.29). Similarly, it helped them replace traditional teaching methods with methods based on collaboration and project work (M=4.29). Besides, such an engagement was found to increase their awareness of the potential offered by Web 2.0 tools (M=4.29). eTwinning was also found to allow the in-service teachers to exchange good practices and learn through sharing (M=4.29). The item with the lowest score showed that the teachers found this participation less

effective for making their teaching work easier (M=3.81)

The teachers were also asked to report on their views about the impact of participation in the related activities on intercultural competence, which got the highest average score (M=4.41).

The highest average mean score (M=4.41) could make it possible to conclude that the teacher participants mostly agreed on the contribution of such activities to intercultural development. The highest contribution was its positive effect on motivation to learn more about other cultures, as participating in such activities was found to raise their curiosity about other cultures (M=4.29). The item with the lowest mean score was that the teachers found eTwinning less helpful for them to understand the Turkish culture and its values better (M=3.76)

Lastly, the participants were also asked to report on their suggestions for better eTwinning activities. The suggestions with the highest impact were listed below. Almost all agreed with the suggestion that the eTwinning project topics should be adapted to the curriculum to cope with its needs (M=4.53). Similarly, most agreed that teachers should be offered guidance and training for using ICT in a more student-centered manner (M=4.53). Another suggestion with a high mean score was that students should be guided in how to apply the digital tools they use in their daily lives to the learning process (M=4.53). The results show that teachers have concerns about keeping pace with the curriculum and they demanded technology scaffolding for both themselves and their students.

## **Discussion & Conclusion**

The current study aimed at investigating the broad role of eTwinning activities on teachers' language teaching practices, their students' learning, their professional development, and intercultural competence in a large-size province in Turkey. The findings showed that in line with what has been documented in the related literature, the teachers believed participating in eTwinning activities positively impact all four domains. This makes it possible to conclude that in-service teachers are aware of the potential benefits of participating in activities on the platform. However, still, the greatest impact was reported for the impact on their intercultural competence. The development of intercultural competence in the 21st century is vital, as it ensures healthy communication, respect, and better idea exchange. Therefore, further dissemination efforts for teachers to participate in eTwinning activities should be held to increase their awareness about its possible impact on all those domains.

The findings also showed that teacher priority for joining eTwinning activities was to devise to collaborate on projects others devise or create. Teachers' priority for using the platform was found different than the priority of those in the study of Acar and Peker [2021]. Their participants' basic concerns were to ensure their continuing professional development and to make the learning-teaching process more effective. The related literature has documented that top-down professional development activities cannot help teachers connect with the realities of the classroom [Koşar et al., 2022]. Therefore, the professionally developing potential of eTwinning could help teachers compensate for those meaningless activities. Thus, further disseminating and motivating attempts at ministry and school administration levels are needed to encourage teachers to go on developing professionally with collaborative learning activities that could serve well as a global community of practice through virtual exchange projects [O'Dowd & Dooly, 2022].

As a last word, the findings of this study have to be seen in the light of some limitations, such as the sample that may not be representative of the population, and thus, does not allow the statistical results to be generalized to a larger population. Further research attempts could focus on replicating the study with a larger sample size and triangulating the quantitative results with qualitative means to have a holistic and broader picture of the potential impact of eTwinning on English language teachers and in language education.

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# PRE -SERVICE TEACHER’S ATTITUDES TOWARDS EMOTIONAL INTELLIGENCE ACTIVITIES ON DEVELOPING SPEAKING SKILLS

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## Abstract

The current study investigated pre-service teachers’ attitudes towards Emotional Intelligence activities on developing speaking skills. Overall, 88 pre-service teachers participated from Khoja Akhmet Yassawi International Kazakh-Turkish University in the current research study. 57 female (65%) and 31 male (35%) pre-service teachers were chosen from Philology Faculty, Foreign Languages Teaching Department in order to examine attitudes Emotional Intelligence. The descriptive and quantitative research design was used to investigate pre-service teachers’ attitudes. The questionnaire (5-Likers scales) was conducted in order to identify attitudes of pre-service teachers’ use of Emotional Intelligence activities. The Statistical Package for the Social Sciences (SPSS) 23.0 version was used to produce the results. Independent sample t-test and Mann Whitney U-test were used to analyze descriptive results and differences between grade and gender. The results of the item analysis show that pre-service teachers’ attitudes were confident. There was no significant difference between genders of participants. Moreover, there was found different between participants year of study. The research concluded with recommendation to future researchers.

**Keywords:** pre-service teachers, speaking skills, attitudes towards emotional intelligence activities, activities.

## Introduction

Communication is the most basic need of human beings since they have existed. People throughout history, they have met this need in various ways, but the easiest and preferred ones are the effective way has often been “speaking”. To speak beautifully and effectively, at a young age it is a skill that must be acquired. Ability to speak fluently; correct pronunciation, large vocabulary, ability to speak control of accompanying behaviors, knowledge of speech rules, ability to focus, have an idea about the audience, pre-talk about the topic to be discussed it brings with it issues such as having information (Kuru, O., & Güneş, F. (2017)). In modern decades, English language is considered as a wider communication tool. It can help in any spheres of education. Enhancing knowledge, communication skills help to deliberate your opinion, ideas, thoughts, believes, emotions that you feel and other complications. English is the way of to be successful in career (Masuram, J., & Sripada, P. N. (2020)).

The question of how to teach a language has been discussed a lot, and many linguists have also discussed it, different opinions and methods have been put forward. The subject of language teaching is mastering the native language and a foreign language. It differs from the subject of teaching and the method used when changing the target audience, and they completely differ in methods (Şahin, M. (2019)). According to Sihotang, A. M., Sitanggang, F., Hasugian, N., & Saragih, E. (2021) conversational speech is the ability to communicate using colloquial speech in such a way as to satisfy the need to communicate with the environment, the environment based on



the initial observations of the surrounding people, the ability to convey messages in such a way that speech skills are still lacking.

Which constitutes an indispensable dimension of human relations and communication process speaking is a skill that we often use in everyday life. The development of speech skill is first the individual's own efforts, then the contribution of the environment and most importantly, it is possible through the work of educational institutions. Other in daily life a special education in schools of the speaking skill, which is less emphasized than the skills development from an early age with a program and systematic studies are required. Education is one of the most basic requirements of humanity. A social being the human being has tried to use the language in the best way in every age. According to, Rao, P. S. (2019) speaking and expression ideas in any foreign language would be challenge for everyone. By cause of, speaker must receive intentions at the moment, without thinking about grammar structures, any rules. L2 learners always face with problems with expressing their opinions in English. As Gençoğlu, G. (2011) mentioned about well-chosen strategies, difficulties that may be encountered when speaking English adult language learners who are aware of their supportive effects in remediation, when they express their feelings and thoughts verbally, they feel more comfortable and they feel safe.

People who constantly communicate in everyday life express themselves well to others. From their point of view, the ability to speak is of great importance. Successful communication, successful communication this happens with speech. For this, it is important that effective and beautiful conversational skills develop from an early age. In the process of getting knowledge from any foreign language learners and tutors both of them may face with challenges. In order to solve such problems, teachers need to be creative. There are plenty of approaches, methods, techniques in teaching process. So, teachers should select effective one to give the best knowledge for the learners.

### **Emotional intelligence activities**

Emotional intelligence has been developed by (Mayer, J. D., Salovey, P. (1990)). Emotional intelligence is an extraordinary concept that has been developed over the last decades. It is at the forefront of scientific research, workplaces, education and other areas. It is the ability to recognize, express and understand your own feelings and to manage and control the emotions of others and own, to show empathy until you reach a higher level of self-realization and self-transcendence (Papoutsis, C., Drigas, A., & Skianis, C. (2021)). According to Bora, F. D. (2012) Emotional Intelligence (EI) affects learners' speaking comprehension. Moreover it closely connected to the active participating at the lesson. In the process of teaching and getting knowledge EI has been one of the most difficult topics to talk about. This is caused by a lack of motivation, self-confidence and self-awareness of ELT learners. Thus, this leads to a deterioration in their emotions, which means a low EI level. Emotional intelligence is important to describe learner's communication abilities. Therefore, great attention should pay to the level EQ of foreign language learners. It helps to achieve learners' important goals, enhanced positive emotions, make decisions to solve the problems (11).

### **Purpose of the study**

Emotional Intelligence (EI) plays significant role in the success of interpersonal relationships, including management and their leadership abilities. The current research study aimed to investigate pre-service teachers' attitudes towards Emotional Intelligence (EI), and benefits of using Emotional Intelligence (EI) on developing speaking skills of pre-service teachers. The current article seeks out to answer to the following research questions.

### **Research question**

1. What is the effectiveness of Emotional Intelligence (EI) on developing speaking skill?
2. Are there any significant differences between mean scores of male and female participants?
3. How does Emotional Intelligence (EI) used by participants differ according to their years of study?

## **Methodology**

### **Research design**

Descriptive research design was used in the current study. According to the Mishra, S. B., & Alok, S. (2022) descriptive research is not direct control over the variables; it is reports about what is happening or what has happened. The peculiar questionnaire was conducted in order to investigate pre-service teachers' attitudes towards Emotional Intelligence on developing their speaking skills. To achieve the purpose of the study utilized quantitative research design. Quantitative studies provide a description of specific specific studies through analysis (Aliaga, M., & Gunderson, B. (2002)).

### **Participants**

Overall 88 pre-service teachers from Khoja Akhmet Yassawi International Kazakh-Turkish University were participated in the current research study. 57 female (65%) and 31 male (35%) pre-service teachers were chosen from Philology Faculty, Foreign Languages Teaching Department in order to examine attitudes Emotional Intelligence. The levels of English knowledge are Upper-Intermediate and Advanced. The research was conducted in the fall term of 2022-2023. In choosing participants purposive sampling was used. The purposive sampling method includes examples, materials of representations from the purposeful selection of certain elements. It is based on ease of access (12).

### **Data Collection Instrument**

The questionnaire that investigated attitudes of Emotional Intelligence developed by Petrides, K. V., & Furnham, A. (2003). It includes overall 30 items. The instrument was used in the form of 6 point Likert scale. The respondents were required to choose the answers among: 1- "Strongly disagree" to 6- "Strongly agree".

According to the number of items in the questionnaire, the Cronbach alpha value is  $\alpha = .771$  showed that the questionnaire reliable to be used.

#### **Table 1.**

Cronbach's Alpha	N of Items
,771	20

### **Data collection procedure and analysis**

The questionnaire was selected according to the age and grade of pre-service teachers. Each item was clear to the person who started to learn English for the first time. The questionnaire utilized to identify attitudes of pre-service teacher's Emotional Intelligence, and their level of speaking.

Explanatory work was conducted in advance. It was explained which research results will be used for academic purposes, and the answers are deeply assimilated. The questionnaire was processed in Google form, and it was distributed to pre-service teachers via WhatsApp application. In order achieve the goal of research they were asked to honestly express their impressions. Completely, when the whole data was obtained The Statistical Package for the Social Sciences (SPSS) 23.0 version was recycled to calculate descriptive statistics of the study. The test of normality was conducted to identify whether parametric or non-parametric would be convenient. Pre-service teacher's attitudes showed the non-normal distribution, according to the results of Kolmogorov-Smirnov and Shapira-Wilk tests. Non-parametric tests were used to calculate the results of descriptive study.

### **Findings**

In order to analyze first research question, descriptive statistics was computed. "What is the effectiveness of Emotional Intelligence (EI) on developing speaking skill?" The clear results are given in Table 2.

**Table 2.**

	N	Minimum	Maximum	Mean	Std. Deviation
Total	88	1,80	4,10	2,9608	,45564

According to the obtained results of first research question, pre-service teachers' attitudes towards Emotional Intelligence on developing their speaking skills showed positive perception. The mean score (M=2,96) it means that their attitudes towards use of EI is medium.

The second research question was "Are there any significant differences between mean scores of male and female participants?" In order to analyze differences between male and female participants Mann Whitney U-test was used. (See Table 3)

**Table 3.**

	Gender	N	Mean Rank	U	P
Total	Female	57	43,91	850,000	,770
	Male	31	45,58		

\*p<0.05

The obtained data presented attitudes towards Emotional Intelligence of pre-service teachers on developing speaking skills, whether there is a significant difference according to the gender.

The results demonstrated that there is no convincing disparity between male and female participants. According to the Independent sample t-tests' results attitudes of both variables are positive. Male and female participants feel confidence while using Emotional Intelligence. Male (M=45,58) and female (M=43,91).

According to the third research question "How does Emotional Intelligence (EI) used by participants differ according to their years of study?" the independent sample t-test and Mann Whitney U-test was used to obtain data whether there is a significant difference according to grade. The results are given Table 4.

**Table 4.**

	Grade	N	Mean Rank	U	P
Total	3rd year	45	37,81	666,500	,012
	4th year	43	51,50		

\*p<0.05

As explained above Mann Whitney U-test used to identify discrepancy between grades of pre-service teachers. According to calculated data there was found diversity between 3<sup>rd</sup> and 4<sup>th</sup> course pre-service teachers. The 3<sup>rd</sup> course pre-service teachers mean score (M=37,81) and 4<sup>th</sup> courses mean score (M=51,50). The obtained results showed that 4<sup>th</sup> course pre-service teachers' attitudes towards Emotional Intelligence (EI) were positive, confidence than 3<sup>rd</sup> course pre-service teachers.

## Discussion

The current research study aimed to investigate pre-service teachers' attitudes towards Emotional Intelligence on developing speaking skills. By researching the current study based on the results calculated above. It analyzed descriptive analysis of pre-service teachers' attitudes about Emotional Intelligence (EI). The results of questionnaire showed reliability. The first research question identified descriptive analysis. "What is the effectiveness of Emotional Intelligence (EI) on developing speaking skill?" The obtained result presented that pre-service teacher's opinion

about Emotional Intelligence was positive. They felt confidence when they face with Emotional Intelligence activities. Moreover, pre-service teachers believed that it would enhance their oral speech. Emotional Intelligence helps not only developing speaking, but also increases their ability to think critically. According to MacCann, C., Jiang, Y., Brown, L. E., Double, K. S., Bucich, M., & Minbashian, A. (2020) using Emotional Intelligence plays important role in the process of learning a foreign language. And same positive was appeared in the research of Dugué, M., Sirost, O., & Dosseville, F. (2021). Moreover, according to Tam, H. L., Kwok, S. Y., Hui, A. N., Chan, D. K. Y., Leung, C., Leung, J., ... & Lai, S. (2021) the Emotional Intelligence helped to improve learner's academic achievements, increased motivation to learn foreign language. The Emotional Intelligence is directly related to pre-service teachers' developing speaking comprehension and well-being and their academic performance (Estrada, M., Monferrer, D., Rodríguez, A., & Moliner, M. Á. (2021)). While, low level of attitudes found out in the research of Khasawneh, M. A. S. (2021).

The second research question identified whether there was significant difference between male and female pre-service teachers. According to obtained data, there was no difference between gender variables. There were found positive attitudes, opinions towards Emotional Intelligence on developing speaking. However, according to Alenezi, A. M. (2020) there was big diversity between male and female participants. Female participants showed conclusive attitude than male participants. The concluded research question was "How does Emotional Intelligence (EI) used by participants differ according to their years of study?" The obtained results presented that 3<sup>rd</sup> course pre-service teachers' confidence was lower than 4<sup>th</sup> course pre-service teachers. It means that the 4<sup>th</sup> course pre-service teachers prefer Emotional Intelligence activities on developing their speaking skill; moreover they felt confidence while expressing their emotions, viewpoints and feelings. They did not find out challenges while regulating their emotions, and dealing with stress. Therefore, emotional intelligence reflects the feelings of others evaluation and use of motions on developing speaking skills decisions of dimensions, it is shown that it has a positive effect.

## **Conclusion**

Emotional intelligence is a type of developable intelligence that differs from person to person. Emotional intelligence is the ability to understand and interpret the feelings of one and others and apparently it can be considered as the use of emotions. Individuals with this type of intelligence they can channel their emotions. The recent study investigated pre-serves teachers' attitudes towards Emotional intelligence activities on developing speaking skills. Some results were calculated according to descriptive analysis. Based on the results, the study can concluded as following: Emotional intelligence activities help to L2 learners to enhance their emotions, feeling, and self-confidence. Moreover, there was no considerable difference between genders. However, there was significant difference between their years of study. Therefore, there can be presented following recommendation: to enhance pre-service teachers' speaking skills using Emotional Intelligence in each lesson.

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## THEORETICAL FOUNDATIONS FOR THE FORMATION OF STUDENTS' COMMUNICATIVE ABILITIES IN ENGLISH LESSONS

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**Annotation.** In the article, the desire to innovate with the introduction of modern approaches in the teaching and learning process in the era of globalization, constructive training of students in improving the quality of education with the modernization of the content of Education. On the basis of the theory of constructive, cooperative and collaborative learning, which is a model of the XXI century, the English language lesson tells about the ways of developing speech skills, communicative competence of students.

**Keywords:** English, communication skills, speech skills, competence, learning.

In modern society, there is a tendency to create a single global economic space, which entails an increase in the interrelationships between people from different countries. This suggests that intercultural communication is reaching a completely new level, in which representatives of different countries are increasingly interacting with each other more closely. Since English is the most important language of international communication, trade, cooperation and business, the popularity of learning this language is very great and the need for knowledge of English in various spheres of people's lives is becoming more and more clearly formed. The study of English as a means of communication and generalization of the spiritual heritage of the countries of the studied language has acquired priority importance.

In order to successfully live in an information society, young people need to understand the situation and be involved in effective ways of active, constructive learning in order to gain independence. The need to personalize and individualize learning is growing day by day, they can allow different groups of students to learn with sensitivity.

In the field of modern education, it is impossible to become a competent, versatile specialist without mastering advanced training technologies. Mastering new technologies has a beneficial effect on the formation of intellectual, professional, moral, spiritual citizenship, human appearance of the teacher, helps to develop oneself and effectively organize the educational process. Educated and literate people — this is the main driving force for the development of mankind in the XXI century. And the development of the child as an individual, the formation of his own views, the expansion of his horizons begins within the walls of the school. The organization of the educational process in modern schools consists of new methods and techniques, technologies. Therefore, the fact that the child's knowledge is unique, that this knowledge is effective requires responsibility from the subject teacher. In order to adequately improve the level of knowledge of each student, advanced methodological technologies are needed. Only a teacher, armed with the latest advanced methodological Technologies, who has fully mastered new teaching methods, that is, new methods, will allow the student to get a quality education.

It is known that in the era of globalization, there is no change in the process of teaching and learning without the introduction of modern approaches and the desire to innovate. Therefore, fundamental changes are being made in the field of education today.

English is the language of the XXI century. This is a language that brings Kazakh people to the world and brings them to the world level. That is why today's younger generation, when the

problem of further improvement of education in accordance with the requirements of the time is constantly developing, it is necessary to pay special attention to ways of constructive learning of students in English lessons, that is, to increase their communicative, cognitive and other activity, their freedom, their ability to express themselves creatively.

The main difference between constructive learning and traditional learning is that knowledge is not transmitted ready-made. Through cognitive - reflective activities, such as developing individual and group works, essays, control works, creating various schedules, models, defense, discussion, exchange of views, students come to the main conclusions, thinking in detail in solving the problems that were important to them. Leading students to think critically while learning constructively is a unique ability that allows us to develop comprehensively in our century [1, p.128].

Contributing to the further development of the intuition of each child from birth, the planned organization of training in order to deepen the level of subject knowledge of the natural qualities of the student, laying the foundation for the development of independent learning skills. Through creative work, students are led to constructive thinking, stimulate interest, increase creativity, and encourage activity. The development of cognitive, intellectual abilities of students, the formation of skills to use their knowledge in life. A person with constructive thinking is able to solve the problem that has arisen, change the situation to the required level, or make the right decision to neutralize the problem that has arisen in a particular situation, taking concrete action. This is the purpose of constructive learning, that is, it ensures that the student can effectively use the acquired knowledge outside the classroom, in any situation [2, p.55].

The German philosopher B. Bassen, having studied constructivism in detail, formulated the constructive position as follows: "Man is a being (living being) that structures truth in a purposefully directed way."

Therefore:

Compilation purposefully means knowing all the details of the problem, distinguishing and identifying them. Singular, unrelated, and isolated processes cannot be structured;

Structuring-allows you to know the coherent (related) and relative world. Constructive truth does not exist in an isolated form, because it is coherent. We live in a world whose internal structure is complex and externally infinitely changing (metamorphosis – change of species, transition from one species to another with a certain pattern). The use of a constructive teaching methodology provides great opportunities for effective solution of a problem that has a complex internal structure, including those that arise in the educational process.

Structuring is an infinite and recursive process (recursion is a system of general rules that determine the final system of knowledge about the object itself, based on already known special knowledge about the object under study, individual elements), which combines in itself three dimensions of time: Past, Present, Future Tense (past tense-relying on experience, it is structured, approaches the present tense and projected into the future).

The structuring process and the person who gives integrity and continuity to this structuring process form a single whole. Structuring, creating truth in relation to any process, and analyzing the previously established knowledge of various elements, ensures its integrity.

Structuring causes a continuous and periodic process. In other words, structuring is a process that brings continuity and coherent integrity to the truth.

Structuring is a personal and legitimized process of the individual, implemented in life in order to comprehend the results of intuition, understanding in the future [3, p.86].

In the development of communicative competence of students in English lessons, the use of technologies in a variety of teaching methods plays a huge role in providing high-quality, innovative education. So: cooperative learning. Cooperative learning is a philosophy of interaction, and joint learning is a structure of interaction aimed at contributing to the achievement of the final result or goal.

Cooperative learning is not only a method used in the classroom, but also a personal philosophy. In all cases where people join groups, the ability and contribution of individual members of the group is respected and emphasized is another way for people to work. In order for the work of the group to be effective, power and responsibility are distributed among the members of the group. The main aspect of cooperative learning is based on the achievement of a truce, agreement, and result through the cooperation of group members.

Collaborative learning is a way of teaching and learning, said approach means that a group of students work together to solve problems, complete tasks, or create some product. Cooperative learning is based on the perception of learning as a natural social activity, in which participants communicate with each other, and through this conversation learn. Pedagogical cooperation has a sufficient number of ways of learning, but it is one of the main characteristics of the joint educational process:

\* Learning matures in the context of the social environment of students during conversations. During this intellectual exercise, students form the basis of their thoughts and understand the essence.

\* In a collaborative learning environment, students develop both socially and emotionally, as they have to listen to different points of view, express and defend their ideas. At the same time, students do not limit themselves to the framework of experts or text, but begin to create their own unique conceptual concepts. In this way, in a cooperative learning environment, students have the opportunity to communicate language with their peers, present and defend ideas, exchange different positions, and be skeptical of other concepts and actively participate in them [4, p.25].

*In general, joint work in groups is carried out for the following purposes:*

Table 1 – Joint work purposes

Social	Cognitive	Emotional
<ul style="list-style-type: none"> <li>• Exchange of experience and ideas;</li> <li>• Find a way to solve the problem together;</li> <li>• Achieving maximum collective results</li> </ul>	<ul style="list-style-type: none"> <li>• Presentation of ideas and exchange of views on alternative methods of work;</li> <li>• Development of important skills and concepts</li> </ul>	<ul style="list-style-type: none"> <li>• Build on the knowledge and experience of individual team members;</li> <li>• Provide a comfortable environment for performing complex tasks</li> </ul>

In English lessons, it is especially important to organize group work in addition to using various methods and strategies for students to speak English, communicate with each other in this language. In the course of group work, in addition to the speech skills, communicative, cognitive abilities of students, the team spirit develops. In addition, well-organized teamwork contributes to the development of social interaction, effective intervention and problem-solving skills among students. This, in turn, encourages students to take an active part in their studies.

Group work is effective if students are encouraged to think about the information received, discuss it in a group, understand or refute their own opinions.

The facts confirm that this process takes place in stages. Let's say that group work at the initial stage needs to develop social interaction skills, and then, as soon as communication is established between students, teachers can develop their skills for effective communication and problem solving [5, p.56].

### **Joint Learning in English Lessons – Mosaic Teaching Method**

The collaborative learning-mosaic learning method is a useful technique for structuring learning, as well as distributing the amount of work. As in the meaning of the name mosaic, each member of the group is required to be responsible for reading and performing a specific part of the overall task. Each member of the group then returns to their original group to complete a common task.

In the assigned task, students must be divided into initial groups of four people and work on a task consisting of eight main questions on a given topic. The groups are given ten minutes to



discuss, after which the groups share their thoughts with the entire class. The teacher suggests an effective option for completing the task, that is, assigning each member of the group to be responsible for a specific piece of information that remains necessary for the answer. After that, the initial groups are divided into expert groups for further deeper study of the task. Each expert group is given a specific aspect of the question, that is, one of the four information sheets in the first appendix. The group has about fifteen minutes to discuss their thoughts and come to a stop. After that, students - experts return to their original groups in order to share the information received. Students ask each other questions to clarify, revise, and expand their speech. They are now in a fairly effective position to discuss and ask sustainable questions. Students can be asked to present the presentation in the initial group. Teachers can ask students to indicate what and how they studied. This will help teachers evaluate teaching and evaluate the upcoming development plan.

In general education schools, it is advisable to use effective methods and techniques for developing students' communication in English, that is, speaking skills. In the course of group work, pair work, one can observe mutual linguistic development between students. The effectiveness of the following methods in strengthening communication with increasing interest in English is obvious.

### **Discussion as the whole class**

In English lessons, especially in general education schools, it is not easy to invite the whole class to a discussion, speaking. In this regard, this work has many inherent disadvantages.

- The teacher speaks a lot himself during interaction;
- It is difficult to work well on a regular basis;
- Only a few students do the task, the rest do not listen or are not interested in them;

What strategies should be used to increase communicative competence among the classroom or to improve discussion?

Method "Circle".

Lesson rules in a circle:

1. When discussing everything, you have the opportunity to comment.
2. One student starts and everyone speaks in turn.
3. No one, not even the teacher himself, can comment on the words of another student.
4. Everyone has the right to cancel their turn by saying "I will skip" .
5. If the explanation requires discussion, then the discussion is held only after the end of the circle.

Useful methods:

- Whenever a student wants to say a game, the circle is a place that really deserves to speak without criticism or retaliation;

- To discuss experiences, such as a movie, video, role-playing game;

- Help solve a task or problems, for example "I think we can be given a try... »

- Assessment work, for example, "what I liked the most in practice is this...etc. [6, p.240].

### **The Think-Pair-Share Method**

Think-pair-share (Jesse Gentilbe chart)

The teacher gives a question or task. Students think about each of them individually. Students are divided into pairs and combine their questions about the best. Students share their new improved answers with the class.

Students who have developed the most skills in teamwork cooperate with the task, supporting low-performing students. Trying to communicate in English. As a result, students open up and try to speak. Speech skills develop [7, p.516].

In conclusion, the use of the theoretical foundations of the formation of students' communicative abilities in English lessons will increase the quality indicator and turn educational organizations into intellectual schools of thinking. At the same time, the shortest and most humane path towards personal development and self-improvement. Since the main strategic goal of the modern education system is to train a highly scientifically capable person, the main focus should

be on the ability of people to structure their activities.

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## DEVELOPMENT OF SOCIOLINGUISTIC COMPETENCE IN TEACHING RUSSIAN AS A NON-NATIVE LANGUAGE

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**Annotation:** This article reveals the main aspects of using the language of a particular language community, while mastering the sociolinguistic rules of speech communication that characterize this society, as well as understanding the impact of social factors on the speech behavior of communication participants.

**Keywords:** relationships, communicative competence, sociolinguistic competence, sociocultural conditions, emotional and aesthetic impact, upbringing, originality in language, social factors, speech behavior.

The new socio-economic and political situation requires the implementation of a language policy in the field of foreign language education in society, aimed at satisfying both public and personal needs in relation to foreign (non-native) languages. It was education that at all times contributed to maintaining the stability of society, modifying the forms and types of relationships between people, and therefore, recently, the importance of studying a non-native (Russian) language has become more and more obvious.

The Russian language is not just a means of communication, but also performs the function of professional communication in the global labor market, which creates additional motivation for students to study it. In this regard, it became necessary to compare the common European standards of education with the Uzbek ones, which led to updating the content of the educational standard in the field of a non-native (Russian) language based on competence approach. This approach implies not only the possession of certain knowledge in a certain area, but also the ability to use it in specific situations to solve emerging problems. The concept of competence is broader than the concept of knowledge. Competence is understood as a complex personal education that ensures the process of development and self-development of the student, which contributes to the formation of his value attitude to any activity [8].

Since the 70s of the last century, the concept of communicative competence has become effective, with linguistic, sociolinguistic, discursive, sociocultural, strategic and social competences as structural elements.

In Russian linguodidactics, the term communicative competence was introduced by M.V. Vyatyunev. He proposed to understand communicative competence “as the choice and implementation of speech behavior programs depending on a person’s ability to navigate in a particular communication environment; the ability to classify situations depending on the topic, tasks, communicative attitudes that arise in students before the conversation, as well as during the conversation in the process of mutual adaptation” [4].

V.I. Andriyanova emphasizes that the communicative principle is the basis for teaching Russian as a non-native language [3].

In this regard, the scientist considers it necessary “to create such a system of education that would ensure the mastery of the language in its main functions - as a means of communication, communication, cognition, planning and organization of activities (especially collective), emotional, aesthetic and moral impact and education - with priority of the communicative function” [3, 54].

The document of the Council of Europe “Common European Language Competencies: Teaching, Learning, Assessment” considers sociolinguistic competence as one of the most important components of intercultural communicative competence, the formation of which is the goal of teaching a non-native language.

Sociolinguistic competence is a type of competence that means “the ability to choose and modify language forms depending on the type of communication. Sociolinguistic competence includes the required knowledge and skills for the effective use of linguistic means in a social

context. This is expressed in the correct choice of language forms and speech constructions depending on the purpose of the utterance and the situation of communication” [5; p.39]. And in relation to dialect and accent, it includes the ability to recognize linguistic features of social strata, place of residence, origin, occupation.

Professor T.M. Balykhina interprets “sociolinguistic competence as a system that includes rules of politeness, communication stamps, etiquette forms, as well as identification of a person in terms of origin, professional activity, etc.” [5: p.39].

Since the requirements for the level of proficiency in sociolinguistic competence are somewhat vague, it is necessary to single out individual components whose proficiency requirements can be described more accurately and, accordingly, can be measured and controlled.

These components include:

- Etiquette formulas of greeting, farewell, appeal, gratitude.
- Expression of a polite request, wish, interest, concern.
- Congratulations, expression of condolences, expression of gratitude.
- Expression of regret, use of mitigating language.
- Expression of dissatisfaction, impatience, complaints.
- Understanding the most commonly used set expressions.
- Understanding the existence of differences in different versions of the language.

The development of sociolinguistic competencies is inextricably linked with the main goals of education: practical, developmental and educational. And the educational task is the most significant, since the formation of a sense of patriotism and a sense of internationalism in a modern young person depends on the solution of this task. By studying the Russian language, we form a culture of peace in the mind of a person.

For the development of sociolinguistic competencies, it is necessary to use the following patterns of social relations:

- 1) Galleries and museums, guide for tourists;
- 2) Station, airport, transport;
- 3) Weather forecast;
- 4) News, sports reports, interviews, newspaper text;
- 5) Texts of linguistic and cultural content;
- 6) The realities of the country of the language being studied;
- 7) Canons of politeness \ etiquette;
- 8) Traditions/customs, clothes, peculiarities of national cuisine,
- 9) National proverbs, sayings, phraseological units and popular expressions.

It follows from this that in order to fully use the language of a particular language community, it is important to master the sociolinguistic rules of speech communication that characterize this society, that is, to fully comprehend the impact of social factors on the speech behavior of communication participants. Mastery of the native language, as a rule, involves the acquisition of various kinds of knowledge unconsciously, which favors the use of the native language properly. Such knowledge can be called the sociolinguistic competence of the communicant.

As a result, teaching a non-native (Russian) language must be considered taking into account the sociolinguistic aspect of communication.

Thus, learning a language, both native and non-native, is a personal need that manifests itself in social interaction and communication. The success of communication depends not only on the speaker's desire to make contact, but also on the ability to realize the speech intention, which depends on the degree of proficiency in language units and the ability to use them in specific situations of communication. These conditions of language proficiency constitute the essence of sociolinguistic competence, which was put forward among the central categories of communicative linguistics and linguodidactics.

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## IMPORTANCE OF PROSPECTIVE ENGLISH LANGUAGE LEARNERS SPEAKING FLUENCY

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### Abstract

The purpose of the given research manuscript was to how learners of English as a foreign language (EFL) improved their speaking fluency. The ability to connect speech units with ease, without strain, inappropriate pauses, or excessive hesitation, is referred to as speaking fluency. Speaking fluently enables a speaker to maintain the communicative ideas more successfully and to produce continuous speech without the listener experiencing comprehension issues, which is another key aspect of communication competence. The study analyzes educational and assimilation measures both in the classroom and outside of it. Therefore, this article contains a review of the literature on speaking fluency, various studies used to explain its effects in pedagogical education. The main purpose of writing this review is to determine the impact of the introduction of speaking fluency in literature. Six studies of fluency in speaking were considered. An overview of previous research in the field of speaking fluency training is given in the literature review section of this article, which is the theoretical basis for the analysis of statistical data.

**Keywords:** English as a foreign language (EFL), speaking fluency, communication competence, hesitation.

### Introduction

The ability to communicate effectively with others depends on our ability to speak clearly. I have to speak clearly if I want the other person to understand me. They say that a person who speaks easily, quite quickly and without long pauses is fluent in this language. A fluent speaker of the language can communicate and hear messages naturally and with a small number of errors [1]. Fluency in speech is one of the goals of speech activity in the classroom, and it largely depends on having access to and control over lexical and syntactic tools that allow students to decide how to use them effectively [2].

The speed of speech, the number of filled and unfilled pauses, the number of mistakes made and the use of a template language are all factors affecting the fluency of speech of Bøhn [3], Housen and Kuiken [4]. In research studies, fluency in speech should be defined more broadly. Thus, fluency of speech should be defined in a broader sense as the ability of students to pronounce speech quickly and clearly [5].

Although the teachers had some idea of fluent colloquial speech, it was clear from their views and classroom activities that some key ideas were missing or were seriously misunderstood. The use of familiar and motivating topics, lack of time, practical exercises, preparation time and other principles necessary for the development of fluent speech were absent in the classroom or were only partially applied. Kellem [6] suggests that these teachers receive additional training on the idea of fluent colloquial speech. The researchers also advise using some specific actions in the classroom that comply with the above principles, such as the 4/3/2 exercise attributed to Paul Nation, the "find who" exercises and the requirement to teach students language fragments, template sequences and phrases.

According to Kellem, fluency of oral speech also refers to the temporal aspects of speech, which include the speed of speech, pauses and the duration of speech between pauses [6]. Vocabulary and grammatical structures that students have already learned, but have not had the opportunity to use in class or outside of it, are a good starting point for fluency exercises [6].

However, according to Brown [7] speaking fluently also means letting your speech flow naturally without paying attention to your pronunciation, intonation, accuracy, use of facial expressions or interactive techniques. According to Newton and Nation [2], one of the goals of speech activity in the classroom may be fluency in language, which largely depends on having access to and control over lexical and syntactic means, which allows students to choose how to use them effectively.

According to Leon, Maldonado and Villarreal [8], the aim of the study is to understand the differences between teachers' perception of fluency classes, what they have planned, and the tasks of fluency that they actually perform in the classroom. It is hoped that with this understanding, both administrators and teachers will have a better understanding of how things are in the classroom right now. The main learning outcome achieved at the national level is that university students can communicate effectively in English and achieve the B2 proficiency level defined by the CEFR

This understanding is relevant to the effectiveness of the current curriculum of the Faculty of English and the goals of this Ecuadorian State University.

As with all studies, this has some limitations that may affect the conclusions and limit the possibility of widespread application of the results obtained. First, only 140 students were allowed to participate in 14 of the 16 study groups. However, working with large groups requires more time and effort. Secondly, only students studying English at the intermediate level participated in this study. Thirdly, since only male students were included in the study, it is quite possible that the results obtained are not applicable to female students. Fourth, only students aged 15 to 18 were included in this study.

### Method and materials

Some researchers have also investigated the use of this strategy to improve speaking fluency. For instance, Arevart and Nation [9] proved that the 4/3/2 technique on EFL learners resulted in a significant improvement in spoken fluency activity. Yang [10] used the same technique with EFL learners in China. During the experiment, EFL participants had exposure to audio/visual mass media while the ESL participants had exposure to social interaction. Forty participants from each context were selected. At the end, both groups took another sample speaking test [11].

Alipour and Barjesteh [12] who were studying in Shariati high school were randomly assigned to an experimental group (EG) and a control group (CG). The descriptive statistics and independent samples t-test were used to analyze the data.

The main purpose of this research study is to identify importance of prospective english language learners speaking fluency in literature. Six speaking fluency studies were reviewed. These studies have been discussed in (Table 1).

T a b l e 1

Year	Author	
2000	Brown	It has been suggested that speaking with fluency means speaking naturally without focusing on other aspects of speech like pronunciation, intonation, accuracy, facial expressions, and the use of interactive strategies
2011	Bahrani	In this study, the impact of social interaction and exposure to audio/visual media as language input sources on speaking fluency in EFL and ESL contexts, respectively, was investigated.
2017	Alipour and Barjesteh	Analyzed the results of using collaborative learning techniques to help Iranian high school students speak more fluently.
2019	Namaziandost,	This study compared how using the tasks opinion-gap,

	Hashemifardnia and Shafiee	reasoning-gap, and information-gap affected the speaking fluency of Iranian EFL learners.
2019	Namaziandost, Nasri and Esfahani	The goal of this study was to determine how experience-based learning techniques affected the speaking fluency of male and female upper-intermediate EFL learners.
2020	Newton and Nation	Defined language fluency as one of the objectives of classroom speaking exercises

## Results and Discussion

Some related previous studies on the speaking fluency will be discussed below to importance of prospective english language learners speaking fluency.

The aim of this study was to determine how exposure to audiovisual media as a source of language information in the context of EFL and social interaction as a source of language information in the context of ESL affect speech fluency. In order to achieve this goal, 100 language learners in Iran were given a selective speaking test in the context of EFL and 100 language learners in Malaysia in the context of ESL. After that, 40 participants from each context were selected. EFL participants were exposed to audio and visual media during the experiment, while ESL participants were exposed to social interaction. Then both teams took part in the final oral exercise. The EFL group coped better with post-testing, demonstrating that familiarity with technology contributes to fluent speech [11].

The results of the application of joint learning methods in practice to help Iranian high school students speak more freely are analyzed. 32 Iranian male EFL students who were enrolled in Shariati High School were randomly divided into an experimental group (EG) and a control group (CG) to achieve this goal. The data were analyzed using independent samples, t-test and descriptive statistics. The results revealed a significant difference between the abilities of the two groups for fluent speech. In terms of the ability to learn fluent speech, EG students showed better results than CG students [12].

This study looked at how ninth-graders at PUNIV-Cazenga High School in Luanda who studied English as a Foreign Language (EFL) improved their spoken language using the task-based Language Teaching Methodology (TBLT). The students' speeches were recorded before and after the training as part of a case study in which tasks with picture descriptions were used. Edits and hints were used as feedback tools for 8 weeks. The results showed that the fluency of students' speech increased due to an increase in the speed of speech delivery, an increase in grammatical accuracy, clarification of their statements and improvement of the language of interaction. In addition, students' opinions on the TBLT approach were sought, and the results showed that students felt inspired to speak, were confident in their abilities to use the language being studied, increased their vocabulary and understood the value of the TBLT approach. The significance of the obtained results for educational practice and upcoming research is discussed [14].

There are two drawbacks to this study that should be taken into account. Firstly, only three cases were the subject of analysis. Future research should include more examples to gain a deeper understanding of how students improve their fluency. Secondly, since the same images were described twice, students may have memorized some details of the images. Perhaps this played a role in the supposed increase in the number of words. Thirdly, only the author studied the transcripts with pictures-descriptions of students. Future research should take into account the opinions of other researchers, preferably native English speakers, regarding fluency in speech.

In conclusion, the goal of the current study was to learn more about how students using the TBLT approach can improve their fluency. The discovered characteristics suggested that the TBLT approach can be successfully applied to assist EFL students in PUNIV-Cazenga in improving their conversational speech both inside and outside the classroom [14].



Namaziandost, Hashemifardnia and Shafiee [15] This study compared the effect of the tasks "gap in opinions", "gap in reasoning" and "gap in information" on the fluency of Iranian EFL students. To achieve this goal, 140 intermediate-level EFL students were selected, and then they were divided into three experimental groups: a group with gaps in opinions, a group with gaps in reasoning and a group with gaps in information, as well as one control group. According to the results of the unilateral ANOVA, three experimental groups outperformed the control group according to the results of post-testing. The results also showed that tasks with gaps in information outperform tasks with gaps in opinions and tasks with gaps in reasoning in terms of effectiveness. These results prompted the researchers to give some recommendations that they hope will help English teachers, supervisors and curriculum developers in improving oral speech skills [15].

According to Namaziandost, Nasri and Esfahani [16], the aim of this study was to determine how experiential learning methods affect the fluency of men and women studying EFL at the upper-intermediate level. The age of the selected students ranged on average from 17 to 25 years. To find out how fluently the participants speak at the entrance, an interview was used as a preliminary test. Then they were divided into two groups: experimental and control. The results of the analysis of the post-test interview data showed that the participants of the experimental group showed better results than the participants of the control group. In addition, the results showed that students' fluency in speech improved significantly due to tasks based on experience [16].

According to Leon, Maldonado, and Villarreal [9], the study aims to understand teachers' perceptions of fluency-based speech acquisition activities and to understand the difference between their perceptions, what they have planned, and the fluency-based tasks they actually perform in class. It is hoped that thanks to this understanding, both the authorities and teachers will be able to get some idea of the current situation in the classroom. This understanding is relevant to the effectiveness of the current curriculum of the Faculty of English and to the goals of this Ecuadorian State University, since the main learning outcome achieved throughout the country is that university students can communicate effectively in English and achieve the B2 proficiency level defined by the CEFR [9].

## **Conclusion**

One of the biggest problems for a language learner is fluency, so reading or writing tasks are often simplified. But a disciplined approach is the fastest way to improve.

Among English language learners, improving fluency in spoken language is a very popular and highly appreciated goal. I argued that as English teachers we should:

- encourage our students not to worry about making mistakes in classes aimed at developing fluency of speech and casual conversations.;
  - give students the opportunity to learn and practice ready-made language fragments;
  - give students the opportunity to practice and rehearse speeches and discussions before they happen;
  - encourage students to spend time abroad when they have the financial means to do so.
- With these methods, we can help our students develop fluency and achieve significant success on the way to becoming better communicators.

One of the main methods used in language learning exercises, and my recommendation for improving fluency of speech is daily communication with yourself . Be prepared for any conversations you may have in English. Learn these phrases and connecting elements for the conversation. Even if attending your language exchange seems like hard work to you, go ahead. Your fluency of speech will increase within a few weeks if you have the willpower to continue making efforts.

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## **SOME FEATURES OF LEARNING ENGLISH THROUGH FILMS, AND SERIES WITH THE 9TH GRADE**

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Some researchers of the methods of languages express their opinion towards the movies. According to Ismaili M., one of the effective ways of teaching English as a Foreign Language (FFL) is by watching movies. Media especially movies help learners to get interested in language and have fun. It also impacts to enhance their language skills.[2] In accordance with Tognozzi E., watching movies have some advantages, since they can capture learners' attention in the target language. Visual images of the film will motivate the learners' perceptions directly.[8]

Pezdek , Lehrer , & Simon suggest that movie fragments help learners enhance memory and recovery of information in reading and listening. Cause, they will try to use words and word combinations in their daily life which they learned in watching movies.[5]

Watching movies and series in English is one of the most enjoyable ways to learn English. We just lie on the couch, watch a nice movie and learn English. This is true if learners are fluent in the language and understand English as well as their native language. If they are just learning the language, they will have to work a little.

L.B.Sadovina states that this method of learning is not good for everyone. It will be appreciated by visuals - people who remember the maximum amount of information, perceiving images. The level of language proficiency is not so important. Video materials are used in the learning process as one of the types of technical teaching aids that provide the function of transmitting information, as well as receiving feedback in the process of its comprehension and assimilation with the aim of subsequent development of certain skills and competencies in students.[7].

The use of films in the learning process changes the nature of the traditional lesson, makes it more lively and interesting, helps to expand the general horizons of students, enrichment of their language stock and regional knowledge. According to O.I. Barmenkov, "Despite a certain progress (using the Internet, various programs, etc.), one of the difficulties of learning a foreign language is limited abilities as to communicate with native speakers and use conversational skills outside of school. Therefore, an important task of the teacher is to create real and imaginary situations of communication in a foreign language lesson using various methods of work. One of the importance of viewing movies is the acquaintance of schoolchildren with the cultural values of the people who are native speakers. For this purpose, authentic materials are of great importance - videos and movies. Their use contributes to the motivation of students' speech activity" [1].

Learners study and have fun at the same time.

The use of movies and TV shows in the original will be a good motivator, because you can watch exciting videos in between monotonous grammar exercises and cramming.

View of videos in English is one of the best ways to improve your English listening comprehension. If at first it is difficult to catch what the characters in the video are saying, use subtitles. Paying close attention to at least 15-20 every day, then in a couple of months you will begin to understand the phrases of the characters even without subtitles. So, learning English from TV shows and films helps to "teach" your ears to different accents and intonations of speech.

While watching a series or a movie, you can significantly expand your vocabulary. You will guess the meaning of many words from the context, remembering when to use new vocabulary. In doing so, you use the best way to learn words and expressions - in context. You can see in what situation the video characters use certain phrases and words, so later you will know when and how to use the knowledge that you gained.

The characters in the video speak like normal native speakers. They use colloquial

abbreviated forms of words, phrasal verbs and slangs in their speech. Therefore, if you want to understand English in a normal communication environment, we advise you to watch movies and TV shows.

### Methodology of the study

The study was conducted at the school gymnasium after Ataturk in the city Turkistan (a school where I study). A survey was made, consisting of 6 main questions. The survey involved among 15 students, in the 9th grade who were asked to answer these questions. I composed 2 types of questions, in Kazakh and English languages. The students answered the following :

№	Questionnaire survey:	Сауалнамаға қойылатын сұрақтар:
1	How long do you study English?	Ағылшын тілін қанша уақыттан бері үйренесіз?
2	Do you study the language additionally?	Сіз тілді қосымша оқисыз ба?
3	Do you think watching movies and series in English can help you learn the language? a) Yes b) no c) don't know	Ағылшын тілінде фильмдер мен сериалдар көру тілді үйренуге көмектеседі деп ойлайсыз ба? а) Иә ә) жоқ б) білмеймін
4	How often do you watch movies and series in English?) a) often b) don't watch c) sometimes	Сіз ағылшын тіліндегі фильмдер мен сериалдарды қаншалықты жиі көресіз?) а) жиі көремін б) көрмеймін с) кейде
5	What do you prefer to watch in English? a) Movies b) series c) cartoons	Ағылшын тілінде не көргіңіз келеді? а) фильмдер б) сериалдар с) мультфильмдер
6	What do you think, what exactly will help you to watch movies and series? a) to expand your Vocabulary b) to learn a foreign culture c) to develop your English	Қалай ойлайсыз, ағылшын тілінде фильмдер мен сериалдар көру нақты не үшін көмектеседі? а) сөздік қорын дамыту б) шетел мәдениетін үйрену с) ағылшын тілін дамыту

Table 1. Questionnaire survey.

Beneath is the sample screenshot of the students

9<sup>a</sup> Zharikassyn Zhandos

	Questionnaire survey:	Сауалнамаға қойылатын сұрақтар:
1	How long do you study English? <i>I have been learning English since the 1st grade</i>	Ағылшын тілін қанша уақыттан бері үйренесіз?
2	Do you study the language additionally? <i>No. I don't study English further</i>	Сіз тілді қосымша оқисыз ба?
	How often do you watch movies and series in English? a) often <input checked="" type="radio"/> b) don't watch c) sometimes	Сіз ағылшын тіліндегі фильмдер мен сериалдарды қаншалықты жиі көресіз? a) жиі көремін b) көрмеймін c) кейде
5	What do you prefer to watch in English? a) Movies <input checked="" type="radio"/> b) series c) cartoons	Ағылшын тілінде не көргіңіз келеді? a) фильмдер b) сериалдар c) мультфильмдер
6	What do you think, what exactly will help you to watch movies and series? a) to expand your Vocabulary b) to learn a foreign culture <input checked="" type="radio"/> c) to develop your English	Қалай ойлайсыз, ағылшын тілінде фильмдер мен сериалдар көру нақты не үшін көмектеседі? a) сөздік қорын дамыту b) шетел мәдениетін үйрену c) ағылшын тілін дамыту

#### Analysis of the survey:

№	Questionnaire survey:	Answers according to the survey
1	How long do you study English?	All the students started from the 1 <sup>st</sup> grade
2	Do you study the language additionally?	5 students go to the language courses 10 don't study
3	How often do you watch movies and series in English? a) often b) don't watch c) sometimes	a) often - 3 b) don't watch - 5 c) sometimes - 7
4	What do you prefer to watch in English? a) movies b) series c) cartoons	a) movies - 4 b) series - 5 c) cartoons - 6
5	What do you think, what exactly will help you to watch movies and series? a) to expand your Vocabulary b) to learn a foreign culture c) to develop your English	a) to expand your Vocabulary - 7 b) to learn a foreign culture - 3 c) to develop your English - 5

Table 2. shows the result of the survey.

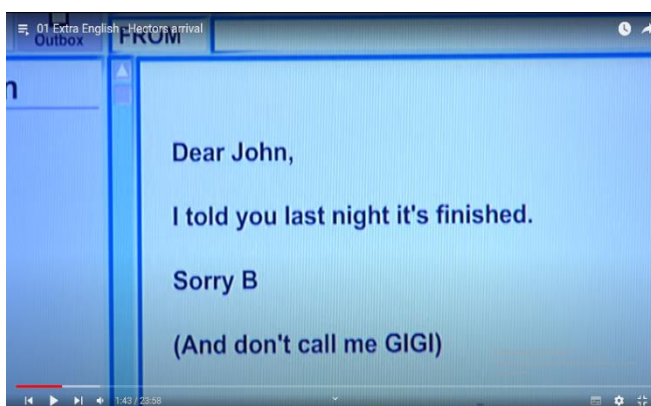
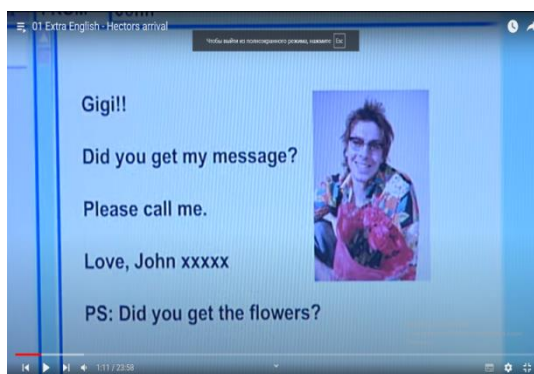
After the survey, the students had to choose one of the movies which I offered them. They were:

1. Home alone
2. Extra English
3. Friends
4. Jungle
5. Shrek

The students chose the movie Extra English since it was a new and interesting video for them. Before watching it I made a brief introduction about the film to get motivated the students in the film.

Students were invited to view fragments which lasted 20 minutes (according to the recommendations of L. V. Sadovina [6]). The students preferred to view the film with subtitles, because it is much more beneficial to watch videos with subtitles in the language being studied, and not in their native language. Gradually, students will begin to understand the words of the characters without the accompanying text. To understand the plot of the film better learners should connect subtitles.

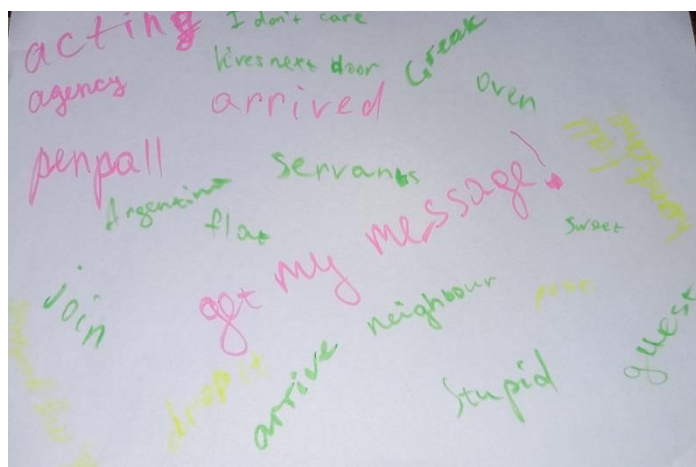
Before viewing the episode of “Extra English”, the students had the task to note some new words or word combinations while watching. As I have mentioned above taking notes on some new words or word combinations while watching helps the learners in the future to use new vocabulary in class with a teacher or in a conversation with a foreigner. I started to display the film “Extra English”. While watching, I didn’t expect that the students viewed it with great interest and tried to note some new word phrases which the film focused on with a pause.



After watching the film the students placed randomly into two teams to play a game. Their task;

- a) to write the words or word combinations as possible as they can. The words which are related to film on the poster

b) to use the words which the students write on their poster and imitate them with the correct pronunciation as the characters do.



Picture 1. Sample poster of a group

### **Findings of the study**

We didn't expect that the whole group would enjoy the film and work together. As we see from the poster, both team's students worked with enthusiasm, even weak students tried to imitate the words as the characters do. After the activity with the poster, I suggested the students to imitate the words as the characters did. According to this task students which consists of 15 people, managed it. 60% of students were capable to imitate the word phrases as the characters uttered. 25% of them pronounced good as for 15% tried to do their best not to frustrate their group. At this point, they increased both their vocabulary and pronunciation. After analyzing our results, we were absolutely sure that watching movies really works to improve English. The group came to the conclusion this method of teaching is interesting and effective, in comparison to cramming in textbooks.

### **Advantages of learning English through movies TV shows**

One of the main advantages of using video and television serials for EFL learning is that they provide a visual learning experience. By watching movies and television serials, students can gain a better understanding of the language, as well as the culture in which it is spoken. This is especially important for EFL learners, as they may not have the opportunity to experience the culture first-hand. In addition, by watching videos and television serials, students can become familiar with the natural flow of the language and learn to recognize common expressions and phrases.

Watching movies, as T. P. Leontieva emphasizes, "It has the advantage that it combines various aspects of the act of speech interactions. In addition to the content side of communication, the video contains visual information about the place of the event, appearance and non-verbal behavior of participants in communication in a specific situation, often due to the specifics of the age, gender and psychological characteristics of the personality of the speakers"[ 4]

Another advantage of using video and television serials for EFL learning is that they are entertaining and engaging. This can help to keep students motivated and interested in their language learning. In addition, by watching videos and television serials, students can become familiar with the different accents and dialects of English and learn to distinguish between them. This can be especially helpful for students who are learning English in a foreign country, as they may not be exposed to the various accents and dialects in their native environment.

Experts define that English learners should view movies in their free time for extra practice, it can be in the classroom or outside the class. It goes without saying that viewing films

reading books, talking in English, and discussing with their peers are also significant ways of learning a language. Films are a combination of entertainment, inspiration, and training tools, and also contain cultural and educational values.

### **Conclusion**

In conclusion, films and television serials can be a useful tools for EFL learning. They provide a visual learning experience, help students become familiar with the culture, and are entertaining and engaging. However, they can also be difficult to understand and may contain inappropriate language or content. Therefore, it is important for teachers to assess the material before using it in the classroom. With thoughtful use, video and television serials can be powerful tools for teaching English as a foreign language.

In this work the following questions were considered:

1. Is watching a movie an effective way to study?
2. Selection of films and series for learning.
3. In the methodology part of the work,
  - a) Questionnaire survey:
  - b) Analysis of the survey:

6 questions were considered and 4 methods of learning English from film were proposed. 15 students of the school gymnasium were interviewed and, based on the survey, a conclusion was made about the relevance and effectiveness of learning the English language through watching movies. We found out that learning a foreign language can be done with ease and pleasure, and student may not make much effort to memorize the words. They will be memorized themselves, on a subconscious level, and will be used in practice in the future. It can be noted that learning a foreign language in childhood will be much more effective, as information is absorbed faster. You can teach children to speak English by presenting them with cartoons, films, and songs in this language. Thus, you immerse the child in the atmosphere of a foreign language. Thus, I came to the conclusion that learning English through watching movies and series is effective. Moreover, the more we use technology in the classroom the more dimensions of classroom teaching learning process will be engaged. This will promote the classroom environment to learner friendly.

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## EFFECTIVENESS OF STUDENTS' EMOTIONAL COMPETENCE IN TEACHING THE ENGLISH LANGUAGE

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**Abstract.** Emotional competence is presented in a complex combination of the components such as emotional awareness, emotional management, emotional self-motivation, empathy and emotional recognition of others in the teaching process of English. The authors considered the phenomenon of emotional competence as a factor in students' academic development in terms of teaching English. The results of the work are of interest to foreign language teachers and psychologists dealing with the problems of forming students' personal qualities, including emotional competence. The authors showed the functions of the pedagogical culture of the teacher and his technologies for the formation of emotional competence. The research focuses on creating the basis for emotional competence and understanding and control of students' emotions and motivation in learning English.

**Keywords:** foreign language education, motivation in learning, students, emotional competence, teaching English

The relevance of article is devoted to the higher education goal. It is the preparation of professionally -socially successful graduates in a competitive world. Nowadays, study interest in emotional competence and its impact on students' academic performance is growing higher.

The problems that arise in the social interaction process are solved faster. It is based on people who are able to control their own emotions successfully. Such people can demonstrate self-awareness at a higher level. They also have the ability in generating innovative ideas. Emotional competence helps to analyze others' feelings and empathise and provide support. That is why emotional competence formation can reasonably be considered one of key factors of learning a language. They help in contributing successful learning of a personality. In particular, it assists the full social development as a whole.

In this connection, foreign researchers of who disclose emotional competence offer various definitions for 'emotional competence'. The term itself was first used in 1990. Modern authors Mayer J. D., Solovey P. define 'emotional competence as the ability to perceive, evaluate and manage one's own emotions and the emotions of other people and even groups'. According to the 'emotional competence' is also called emotional intellect. [1].

According to Andreeva I. N. emotional competence is "a set of cognitive abilities, competencies and skills that affect a person's ability to cope with the challenges and pressures of the external environment" [2, p. 64].

We find it important to first dwell on the diagnosing (testing) methods of emotional competence. In these and many other definitions of emotional competence, four basic components can be distinguished. They are the identification and management of one's own emotions. Emotional competence is based on the recognizing skill and managing other personality emotions. In this context, we consider the results of studies on the emotional competence influence on successful emotional activity. Practitioners and researchers use different methods for diagnosing emotional competence. The fact is that there is no common emotional competence understanding at the level of its contextual and verbal definitions, but also at the methodological level.

Emotional competency is directly related to the academic and social students' development.

It is noteworthy, that Bar-On, R. [3], distinguishes two main approaches to the emotional competence study. According to him, emotional competence is a personal trait and an ability. Among the many factors that cause students to experience difficulties in learning, the following criteria can be distinguished. They are: negative emotions arise in the process of learning, misunderstandings in relationships among teachers and students and difficulties according to need in adapting to new conditions.

According to Bar-On R., 'emotional competence' is a certain set of social and emotional competencies affecting the person's effectiveness level in various aspects. Among them, there are self-expression, self-understanding, understanding others, relationships with others, solving problems of everyday activities and etc. [3, p. 118].

Diagnosing emotional competence methods is the Emotional Intelligence Test (MSCEIT). It was developed by Caruso, Mayer, Salovey. The test includes a set of tasks. It is based on another test by the authors - Multi-factor Emotional Intelligence Scale (MEIS). The performance of the test is assessed by experts and based on most of the people's answers performed the tasks earlier. Other questionnaires for diagnosing emotional competence is a personality traits. For example, the emotional and social competence questionnaires (Emotional and Social Competence Inventory (ESCI), and Emotional Competence Inventory) (ECI) [3, 125].

Foreign researchers who study emotional competence ask to draw unambiguous conclusions on the presence of a positive correlation among a person's emotional intelligence and his performance in academic issues. The emotional intelligence is characterized by its integral dynamic phenomenon. It provides understanding, optimistic awareness and one's own emotional control. The emotions of others as influencing sociocultural interaction success is also on this list. If they use emotional competencies, it is easier to learn for them and effectively build interpersonal relationships.

In addition, in higher emotional development, students achieve better academic results. So, J. Mayer (1999), considers 'emotional intelligence' as a personal ability to control his own feelings and other's feelings. He recognizes them and uses the information received to their thinking and their actions control [1].

E.S. Ivanova stated the fact that that emotional intelligence is defined 'as the ability to understand personal relationships represented in emotions' [4, 93]. A huge number of various myths are concentrated around human emotions and feelings. According to her definition, she distinguishes emotional, cognitive and behavioural components in the structure of emotional competence. This is because people have a poor idea about diversity and its importance. To learn and to understand each other, students need to understand what emotions type, and to know their characteristics. Students learn to distinguish genuine feelings from mere shows. The personal emotional sphere is complex elements and intricacies that are needed to experience everything happening to him and around him. It consists of four components:

- Emotions from subjective experiences related to some situations and events important for a person.

- Emotional tone is a response to an experience that sets the organism state. It informs the person how satisfied their current needs, and how comfortable it is at the moment.

- Feeling is a personal stable emotional attitude to some objects. They are always subjective, and appear in the interaction process with others [4, p. 95].

The emotional state differs from feeling according to weak focus on objects, and from emotion by its longer durations and stabilities. A person may be in conditions of euphoria, depression, anger, melancholy, etc. It is always triggered by some feelings, d emotions.

According to Salovey, P., Woolery, Stroud, L.R., A., Epel, E.S. 'emotions regulate the life of to a greater or lesser extent. They generally are recognized as having four functions:

- Motivation-regulating; It is designed to encourage and guide action and regulate. In some cases, emotions suppress thinking completely in human behaviour regulation.

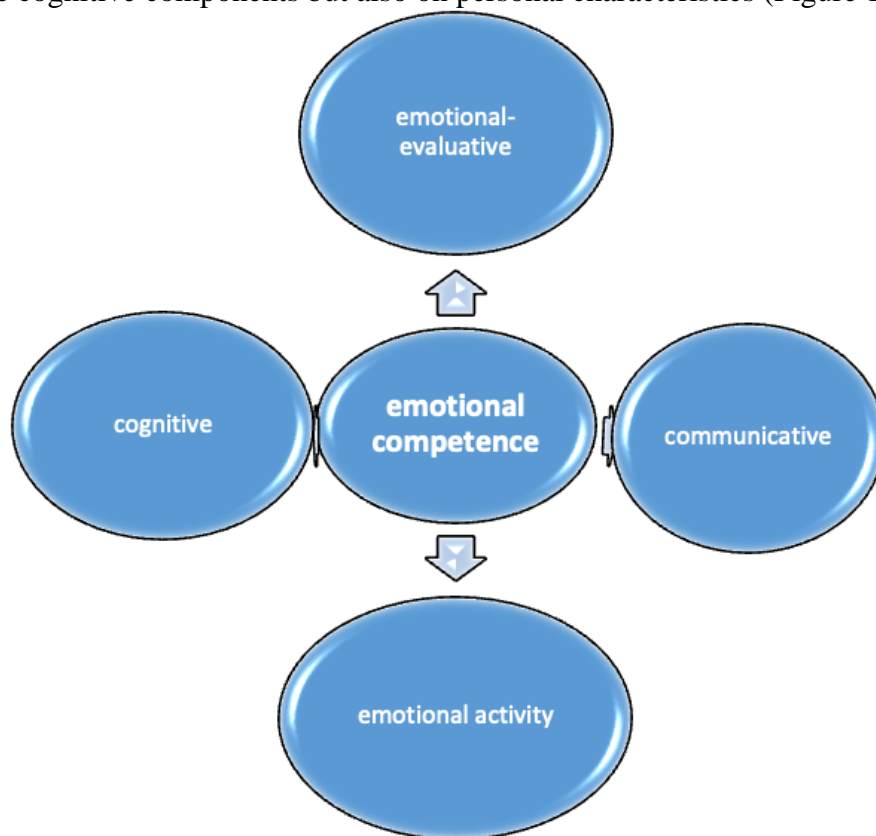
- Communicative interaction is responsible for mutual understanding. Emotions are

understood even without knowing the language. It is emotions that tell us about the personal mental-physical state and help to choose the right action course when communicating among students. T [5, p. 618].

A personally developed emotional intelligence uses one's mood and will be able to make successful solutions to the task facing him effectively. First of all, one's own emotions, as well as the emotions of others. So, emotional intelligence is implied to the ability to understand the emotions of language and distinguishing shades of feelings. Emotional intelligence is manifested in the control ability. We relied on Bezborodova M.A. emphasizes to consider emotional intelligence as a cognitive ability exclusively by analogy with spatial and verbal intelligence [6].

From the psychological analysis of behaviour and with the understanding of the values attributed to emotional experiences. It can be reasonably assumed that the ability to understand emotions and manage them. It is closely related to the general orientation of the individual to the emotional sphere. As a result, emotional intelligence can be represented as a phenomenon that has a dual nature. That is, with an interest in the inner world of people, including one's own inner world. It is associated with the personal characteristics of a personality.

In 2004, comparative characteristics of the methods for diagnosing emotional competence were presented by J. Matthews, R.D. Stroud, L.R., Roberts, Salovey, P., Woolery, A., Epel, E.S. (Table 1) [7]. Based on this, we use four parts of emotional competence. This model is focused not only on the cognitive components but also on personal characteristics (Figure 1 ).



**Figure 1 – Components of emotional competence**

Figure 1 shows emotional competence development. It includes the ability to identify and recognize emotions by certain cognitive, behavioural, communicative, activities, and emotional-evaluative components. The effective emotional use contributes to the formation and development of various cognitive, behavioural, and communicative abilities. In table 1, we classified an emotional competence model in teaching foreign languages.

**Table 1 – Model of emotional competence in teaching foreign languages**

<b>Components of emotional competence</b>	<b>Contents</b>
cognitive components	conscious perception of the language of emotions, understand emotional information, emotional awareness;
emotional-evaluative components	the presence of positive emotions as part of the emotional and evaluative components, understand the language of emotions: mpathy, values - qualities, values - goals values - relationships, e
communicative components	the level of creativity within the framework of emotional and communicative control, forecasting the emotional coloring of communicative situations, speech art, emotions recognition of others in the communicative interaction process
components associated with emotional activity	to use emotions emotional self-motivation, to achieve goals, the ability to control their emotions.

In the process of emotional competence forming, we can apply special technologies. Pedagogical technologies are suitable for solving this problem, the main distinguishing features. They ensure the integrity of the emotional and rational-logical processes of cognition. They are personalization, the creative nature of the activity and the desire to comprehend the nature of the emotional expressiveness of the individual.

Students experience a feeling of relaxation, freedom, and empathy for the interlocutor, they develop the ability to turn knowledge into personal experience, a positive creative state develops, and a feeling of health and inspiration appears. These technologies of students' motivational and value-attitude of the educational process. Emotional perception of the material contributes to fixing attention and maintaining interest. Art as a special form of culture determines not only the artistic laws and individual psychological characteristics of a creative person. This takes into account the integrity of the individual. It includes life values formation and intercultural and communicative competence, inner sense and responsibility, and creative and personal self-realization. It includes their compliance with the socio-cultural trends as a guideline for the contextual connections formation of the individual in the society and culture as a whole.

The content of technologies is formed based on the need to solve the following tasks:

- revealing the universal possibilities of art in terms of development, knowledge and information;
- support of teaching staff in principles of mutual assistance developing, tolerance,

responsibility and self-confidence, as well as in gaining or developing the ability to actively interact without violation of the rights and another personal freedom;

- development of ways to use these opportunities in the framework of the educational process;

- individual preparation and implementation of socio-cultural adaptation programs that contribute to the full emotional and students' intellectual development;

- training in the application of positive strategies for the adaptation of the individual in culture and society.

The motivational function is carried out during the classes and during the classes themselves preparation. Technology is based on the following principles are:

- 1) priority of health, life, and universal values;

- 2) intellectual process and attitude to education as an emotional aimed at dialogue and participants' cooperation.

The success of the communicative component of emotional competence formation is ensured by a complex of communicative effects. At this stage, high cognitive motivation for learning is formed. It makes to link the actual acquisition of knowledge with its emotional perception. They are the effect of a visual image and the first phrases, imagination and discussion. The effect of the first phrases is designed to consolidate or correct the first impression. The effect of the visual image is due to the impressions of the appearance of the speaker. The main criterion for the effectiveness of the impact of the first phrases is the presence of interesting information in them. The effect of information transfer is one of the effective methods of rhetoric aimed at keeping the attention of the audience. It is based on the rational distribution of emotional thoughts and arguments in speech. This effect helps the teacher create two images: the image of cooperation and the image of interviewing. The imagination effect is the activation of the intellectual activity of students with the help of an emotional challenge to their imagination. The purpose of the discussion effect is to present student interest in a problem. Students should present their hypotheses, assumptions, fantasies and dreams. To “engage” them in an exchange of opinions, and to provide skillful management of the discussion.

To sum up, we can make the following conclusions on the efficiency of emotional competence development in teaching English:

- A detailed emotional competence study clarified this concept and characterised emotional intelligence as an integral phenomenon. It provides understanding, optimistic awareness, and one's own emotional control and other people, influencing the communicative interaction success.

- Studies of foreign, and domestic scientists devoted to emotional competence problems indicate a positive correlation between the academic performance of students and emotional intelligence.

- Technologies have been developed to improve the formation of emotional competence effectiveness in ensuring the emotional and rational-logical processes of cognition integrity.

In future, we plan to study technologies based on two scientific knowledge areas (learning and pedagogy). They should be involved in the formation of emotional competence components. They are focused not on cognitive and communicative components, but also on students' personal characteristics.

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# THE ROLE OF SELF-EFFICACY BELIEFS IN ENGLISH LANGUAGE TEACHING ENVIRONMENT

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**Abstract.** Self-efficacy beliefs refer to an individual's belief in their own abilities to accomplish a task and achieve a goal. In the context of English language teaching, self-efficacy beliefs state to the teacher's confidence in their ability to effectively teach English language skills, including listening, speaking, reading, and writing. The purpose of this article is to explore the importance of self-efficacy beliefs in English language teaching and provide strategies for developing and maintaining strong self-efficacy beliefs. The current research study investigated other researchers' studies related to the cognitive theory of self-efficacy beliefs. Moreover, the previous research works has consistently shown that learners who have high self-efficacy beliefs in English language learning are more likely to be successful than those who do not. In addition, learners with strong self-efficacy beliefs are capable to persist in their efforts, even when faced with challenges. As a result of it, learners who trust they can learn English are expected to put in the effort required to master the language.

**Key words:** self-efficacy beliefs, English language teaching, confidence, English language skills, cognitive theory.

## **Introduction**

Self-efficacy beliefs is an integral part of human beings to solve difficulties with the help of obtained skills in an individual's career after acquiring a knowledge. In recent days in the context of English language teaching environment, this ability has a crucial role in defining the success and usefulness of teachers.

This research study investigates the role of self-efficacy beliefs in English language teaching environment and gives some strategies to growth self-efficacy beliefs from low level into the highest. The purpose of the study is to determine the importance of self-efficacy beliefs in English language teaching with describing a number of factors and giving some strategies to encourage confidence.

Self-efficacy beliefs in educational sphere affects on educators' self-determinations as a professional teacher. Several factors such as personal characteristics, prior knowledge, prior teaching experience and motivation to teach their students can influence on circumstances in the classroom. Additionally, to the factors, which include the quality of teacher instruction curriculum, mentoring and support from qualified teachers, and operative teaching resources, which is accessible.

Nowadays, teachers who has prior knowledge of English language teaching and experience indicates the huge impression on their self-efficacy beliefs. Those teachers are more likely to have advanced self-efficacy beliefs rather than those who have less confidence and knowledge. In addition, those teachers who have more confidence are able to manage classroom and engage students with the help of their skill. Motivation as the main factor to teach is one of the individual characteristics that stimulus to do task effectively.

Nevertheless, the quality of teacher education programs has an important attitude on educators' self-efficacy beliefs. It can provide opportunities for practicing teaching, furthermore,

mentorship from skilled instructors.

Mentoring and support from knowledgeable teachers are central for evolving and gaining self-efficacy beliefs among prospective and competent English language teachers. Experienced teachers can make available guidance, advice, and feedback to aid teachers' progress their teaching skills and confidence in their facility to teach English language skills successfully. These listed supports can also help future language teacher's deal with the challenges of English language-teaching environment and develop a sense of professional identity.

The obtainability of resources, for instance teaching materials, technology, and administrative support also affect English language teachers' self-efficacy beliefs. Tutors who have admittance to incomes that sustenance real teaching are more likely to have sophisticated self-efficacy beliefs and feel more self-assured in their ability to teach English language skills successfully.

Self-efficacy beliefs in the context of reading comprehension, refers to a person's perception of their own ability to understand and comprehend written text. The role of self-efficacy in reading comprehension demonstrates human beings confidence, motivation, and persistence when it is in a high level, whereas low self-efficacy beliefs in reading may lead to de-motivation, self-doubt, and avoidance of reading tasks. Self-efficacy beliefs in speaking refer to an individual's perception of their own ability to communicate successfully using spoken language. It is as a cognitive construct that reflects a person's confidence and belief in their speaking skills, and it can affect their motivation, behavior, and performance in speaking situations. In fact, in language learning self-efficacy beliefs in speaking can exhibit professional growth, seek out opportunities to speak, convey ideas and built positive relationship with others. High self-efficacy beliefs in writing are associated with the numerous benefits, including building and maintaining optimistic self-efficacy beliefs on it, constructive feedback by encouraging a growth mindset towards writing. Successes in listening can appear understanding and retaining information accurately, increasing self-efficacy beliefs. Otherwise, repeated failure, such as misunderstandings or misinterpretations can decrease confidence. For instance, listening a topic that one is familiar with or in a comfortable environment can enhance self-efficacy, while listening in a problematic or unfamiliar context may lower self-efficacy.

A. Bandura as the researcher, who investigated about self-efficacy beliefs more deeply, presented four main sources that impact on learner's self-efficacy. According to his exploration, the most significant basis is mastery experience, which means the ability to improve beliefs from earlier successful practices. As an example, while executing a task success develops person's self-beliefs in his or her own abilities. On the other hand, failure diminishes their beliefs and it can occur low self-efficacy beliefs. Bandura formulates another causes of self-efficacy beliefs, they are:

- Social modeling, that is the capacity to learn new things in a period of examining others;
- Social persuasion, that is mentions the ability of learner's to make an effort on the way to complete a duty since they were persuading to their aptitude in performing such tasks;
- Physiological or mood state, which refers to the judgment of a personality's mood to enrich or weaken their beliefs [2].

In the field of English language teaching self-efficacy beliefs of teachers' examines and seems that having this ability is becoming vital for not only institutions and high educational places but also schools. There are many strategies in order to develop and maintain strong self-efficacy beliefs:

- The first strategy is "Set realistic goals", with the help of setting aims learners will be able to cope with challenges that they are having in education. It aids them to build self-confidence in an area of abilities and it is achievable;
- The second strategy is "Celebrate success", after accomplishing their purposes, they should spend time to celebrate their progression. This strategy can boost students' self-efficacy beliefs as well as increase their positive attitude towards learning a language;



- The third strategy is “Embrace challenges” which means to face with obstacles and see it as an opportunity to improve themselves in acquiring a particular language;
- The fourth strategy is “Get support”. In this strategy, learners need to seek maintenance from peers, educators and from language learning societies. The guidance and getting feedback will help all learners to expand their language skills;
- The fifth strategy is “Use positive self-talk”. Learners should be capable to remind about their strengths and past achievements to keep confidence. This kind of positive self-talk inspires them to belief in themselves.

From these strategies, people can work on themselves and rise their self-efficacy beliefs in the domain of teaching journey.

### **Literature Review**

The term self-efficacy beliefs initially pioneered by Albert Bandura and the determination of this construction is an ability to believe that person can solve the problems that they face in a professional way. The author also claims that people with the high and enough self-efficacy beliefs easily cope with issues and in fact, they are the most efficacious human beings in their sphere of occupation. Self-efficacy in social cognition theory is a key concept, which denotes individual’s beliefs to perform a specific task successfully. Bandura in his research emphasized the significance of self-efficacy beliefs as a determining factor in human behavior. Apart from that the author highlighted that the role of cognitive processes in shaping self-efficacy beliefs. In research underscored the importance of self-efficacy beliefs in various domains of person functioning, counting education, health, sports, and work. He argued that interventions aimed at enhancing self-efficacy beliefs could have a positive impact on motivation, performance and good fortune. Albert Badura’s work has had a significant influence on the field of psychology, particularly in the areas of motivation, social cognition, behavior change and has led to the development of many practical applications for improving self-efficacy beliefs in various settings [1].

P. Çankaya in his research asserts that English language dominates high prestige among all around that world for variety of purposes, including education and profession related concerns. To this motive, trained and skilled teachers of English language are requirement. The researcher states, when accounting for variables such as gender, degree, teaching and learning experience and university no major differences were found, however, there were still noteworthy findings to discuss. Notably, among English language teachers, holding a doctorate degree was associated with higher efficacy beliefs indicating that academic studies and pprofessional development activities may positively impact one’s sense of efficacy [3].

According to F. Pajares and G. Valiante [4] schools should pay attention on increasing students’ competence and self-efficacy by working on it, whereas A. Kurmanova [5] claims to concentrate on teachers’ confidence and its influence on personalities’ behavior. The researcher specifies to the view that people have to treat troubles, work hard with the aim of use it in practice.

R. Klassen’s study that included lots of works from the other researchers’ studies’ were found gender differences in acquired efficacy for writing skills from 5 analysed investigations [6]. In comparison with the researchers’ F. Pajares and M.J. Johnson [7] and P.R. Pintrich and E.V. De Groot [8] established significant changes in self-efficacy to gender. Even though neither of the studies found differences in performance related to writing task between male and female. Both of explorations figured out boys’ rating self-efficacy to accomplish the criterial task upper than did the opposite gender.

The issue of student motivation in middle and high schools, particularly in relation to incomplete or poorly done writing tasks, is a topic of much discussion among teachers and parents. Research on achievement-motivation during the developmental period of early adolescence may provide valuable insights for educators working with adolescent students and shed light on the developmental trajectory of self-efficacy beliefs. Klassen’s review specifically focuses on self-efficacy research related to writing during early adolescence, as Bandura’s

warning about the situational variability of self-efficacy beliefs suggests that different developmental periods may have unique characteristics. It also aimed to examine the selected research for any differences in self-efficacy beliefs based on factors such as grade-level, gender and disability. Additionally, the review investigated potential interventions to enrich adolescents' perceived efficacy by identifying commonalities in the findings of the selected research. The result of some studies conducted with early adolescents have provided insights into how to increase self-efficacy in capable but ineffectual students. [6, p.5]

A study conducted by M. Van Dinther aimed to explore the sources of self-efficacy beliefs also their impact on higher education students. The scholars showed a review of relevant studies to identify factors that contribute to self-efficacy beliefs. It was found that bases such as goal-setting, rewards, modeling, task strategies, appraisal, feedback, and self-assessment were influential in shaping students' self-efficacy in addition to Bandura's four main sources. In educational research, student self-efficacy has gained significant attention in the past three decades, Starting from 1990s, research in the field of higher education have been attempting to better understand the situation and instructional factors that impact learner's self-efficacy [9].

The changes needed to create real and significant improvements in education are profound and far-reaching. As education reform remain a hot topic in politics, policymakers and others are facing new dilemmas. Those challenges include higher standards, rigorous testing and increased accountability for schools, which are putting pressure on administrators to emphasize the crucial connection between teacher effectiveness and student achievement.

N. Bray-Clark and R. Bates believed that incorporating self-efficacy as a central element in the design of in-service training and professional progress programs could serve as a solid theoretical foundation for understanding the reasons and methods behind teacher development. This approach also highlights the potential effectiveness of practical tools such as feedback, instructional design techniques and integrated support systems, which can be utilized to cultivate positive beliefs in one's capabilities, boost teacher competence and ultimately improve student outcomes [10].

According to A.D. Anders's article, discussed a case study that used networked learning strategies to improve student self-efficacy in social networking and in an undergraduate business communication course. However, various networked learning activities, such as sharing resources, creating portfolios of communication work and building an online presence, students were able to connect with real-world professionals [11].

Teachers serve as a source of inspiration and a positive influence for the upcoming generation, as they absorb and emulate their teachers' actions and behavior. This mean that teachers play an important role in the social and economic development of countries, as such it is essential for teachers to consistently assess and reflect on their teaching practices in order to consistently assess and reflect on their teaching practices in order to develop their skills. Furthermore, teachers should possess advanced critical thinking abilities to engage in deep and complex analysis. In research study, S.M.R. Amiran highlighted the significant relationship between critical thinking (CT), and self-efficacy, and teaching style in the English as a Foreign Language (EFL). The findings confirmed that CT played a predictive role in determining the self-efficacy levels and teaching styles of university professors. Moreover, improving teachers' self-efficacy could lead to more productive teaching styles that promote learner autonomy, making CT an essential component of teacher development programs aimed at enhancing language teachers' self-efficacy and teaching styles. The implications of the study could inform university teacher educators in designing more sufficient pre-service and in-service programs by incorporating the findings. Policymakers also urged to consider results to gain a comprehensive understanding of factors contributing to the success or failure of university professors and educational programs, particularly in the context of language teaching, which is facing troubles due to the uncompleted COVID-19 pandemic and requires a coherent human resources strategy [12].

## Conclusion

The current research study pointed out the factors that influence on teachers' self-efficacy beliefs, strategies that can help to boost self-confidence. From the other researchers' studies, the role of self-efficacy beliefs was determined in recent society. It was also found that the low self-efficacy beliefs could influence human beings' success.

When teachers believe in their ability and capacity to teach effectively, they are getting to adapt to use innovative instructional strategies, adapt their teaching to personal student need by delivering suitable maintenance to struggling learners. This, in turn, can boost students' self-efficacy beliefs, motivation and academic performance. Teachers' well-being and job satisfaction, engagement in professional development, and the classroom climate are influential. Therefore, nurturing and enhancing teachers' self-efficacy beliefs can donate to improved teaching practices, increased learner realization, and overall positive outcomes in education. Moreover, recognizing and supporting teachers' self-efficacy beliefs is of great value in promoting effective teaching and learning. In English language the role of four skills, namely reading, speaking, writing and listening shows the great power on growing potential borders. In the current research study analyzing the other scholars' investigations it can be concluded that self-efficacy beliefs in the terms of English language teaching society has an powerful role as it shows each individuals' personal confidence in representing themselves proficiently.

For the future research studies, the author suggests:

- to work on individuals' self-efficacy beliefs and do surveys according to the self-efficacy, in order to outline their students' self-beliefs in themselves;
- create efficacy measures that are directly derived from the specific criteria or tasks used in each study enhance the accuracy of predicting self-efficacy;
- validate the self-efficacy measure to ensure it accurately measures self-efficacy and not related constructs like personal competence.

Additionally, further research is necessary to investigate the reasons behind inflated self-efficacy beliefs in students with learning disabilities.

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## THE USE OF TED TALKS AS A TOOL TO IMPROVE LISTENING SKILL OF EFL LEARNERS

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### Abstract

The use of TED Talks as a tool to promote listening skills for EFL learners has become increasingly popular in recent years. This paper reviews the literature on the benefits and challenges of using TED Talks in EFL classrooms to promote listening skills. A survey and interview design is employed to measure the effectiveness of the TED Talks. The study involves a group of EFL learners at the Department of Humanities and Education, Suleyman Demirel University. To achieve the goal of studying forty junior and senior students from the specialty Two Foreign Languages (TFL) were engaged. Participants of the study between 19 to 22 ages. The review finds that TED Talks can improve EFL learners' listening skills by exposing them to authentic language and providing opportunities for meaningful interaction. However, it also highlights potential challenges such as the level of difficulty of the talks and the need for effective scaffolding to support learners' comprehension. Overall, this paper suggests that TED Talks can be a valuable tool for EFL teachers seeking to enhance their students' listening skills.

**Keywords:** TED Talks, listening comprehension, EFL learners, authentic language, scaffolding.

### Introduction

In recent years, TED Talks have become a popular tool for language teachers to enhance the listening and speaking skills of English as a Foreign Language (EFL) learners. TED Talks are short, engaging videos that cover a wide range of topics and are delivered by speakers who are experts in their fields. The talks are available online for free, making them accessible to anyone with an internet connection. This research aims to investigate the effectiveness of using TED Talks to improve the listening skill of EFL learners. And to find EFL learners' perceptions of using TED Talks. The objectives of this research are to investigate the effectiveness of TED Talks in developing the listening and speaking skills of EFL learners in secondary schools and to explore the perceptions of EFL teachers and students towards using TED Talks as a tool for language learning. The questions of this research are: 1. What are the EFL students' attitudes and perceptions about the use of TED talks as a tool to improve listening skills? 2. What impact do TED talks have in the EFL classroom as a teaching listening tool?

### The Importance of Listening Skills in EFL Learning

Listening is a crucial skill in language learning, especially for EFL learners. Through listening learners acquire new vocabulary, improve pronunciation, and gain an understanding of how the language is used in context. Moreover, listening is a key component of communicative competence, as it enables learners to comprehend and respond to spoken language. English as a Foreign Language (EFL) learners often face challenges in developing their listening skills due to a lack of exposure to authentic language materials. Factors such as the speed of speech, accent, and unfamiliar vocabulary can make it difficult for learners to comprehend spoken language. This is why it is important to provide learners with opportunities to practice listening in the classroom. However, with the advent of online resources and technology, various tools and platforms have emerged to help students improve their listening skills. One such platform is TED Talks. In this article, we will explore the use of TED Talks in developing the listening skill of EFL learners.

## TED Talks

TED Talks are video recordings of presentations made by experts in various fields, ranging from science and technology to entertainment and design. These talks are often engaging and informative, making them an excellent resource for language learners. TED Talks provide learners with exposure to authentic spoken English, which is vital in developing listening comprehension skills.

## Using TED Talks to Develop Listening Skills

In recent years, TED Talks have become a popular tool for language teachers to enhance the listening skills of English as a Foreign Language (EFL) learners. TED Talks have been used in various studies to determine their effectiveness in improving language skills. For instance, a study conducted by Lee (2016) studies the effect of TED Talks on listening comprehension for Korean EFL learners. The results showed that the use of TED Talks significantly improved the learners' listening comprehension skills. Similarly, Farahani and Rasekh (2016) investigated the use of TED Talks as a tool for enhancing EFL learners' speaking skills. The study found that the use of TED Talks significantly improved the learners' speaking skills and their confidence in speaking English.

Previous studies show that the use of TED Talks in language learning provides learners with an opportunity to develop their listening skills. Also, Chakravarty (2018) conducted a study on the impact of TED Talks on the language learning of EFL students. The study found that TED Talks were an effective tool for improving the student's language skills, especially their listening and speaking skills.

## Methods

This study used a mixed method which includes qualitative and quantitative data collection. For quantitative data collection questionnaires with statements were used. (see Appendix A). The questionnaire aimed to collect information about EFL students' perceptions about the use of TED Talks in EFL classes for developing listening skills. For qualitative data collection, there were semi-structured interviews with students. (see Appendix B). The study was implemented at Suleyman Demirel University, at the Department of Humanities and Education. To achieve the goal of studying forty junior and senior students from the specialty Two Foreign Languages (TFL) were engaged. The participants of the study were between the ages of 19 to 22.

## Results and Discussion

### Questionnaire

Table 1 displayed below shows the result of EFL students' perception of TED talks on the statement of SD- strongly disagree; D- Disagree; N- neutral; A-agree; SA- strongly agree. From the results, it can be seen that students know what TED talks are overall. Also according to the results, we can see that 72.3% of students enjoy watching TED Talks even though 26.8% disagree and are neutral. Furthermore, students think that TED Talks videos are more interesting than other video instructions for listening.

**Table 1**

No	Statement	SD	D	N	A	SA
1	I know what is a TED Talks	4.9%	0%	0%	34.1%	58.5%
2	I enjoy watching TED Talks	0%	7.3%	19.5%	36.6%	36.6%

3	TED Talks video is more interesting than other	2.4%	4.9%	29.3%	36.6%	26.%
4	Through TED Talks I can improve my listening skill	0%	4.9%	7.3%	56.1%	31.7%
5	Through TED Talks I can learn how to deliver ideas to the public	0%	12.2%	17.1%	39%	31.7%
6	Through TED Talks I can learn how to improve facial expressions	0%	2.4%	19.5%	51.2%	26.8%
7	Through TED Talks I can improve my pronunciation	0%	0%	12.2%	43.9%	43.9%
8	Through TED Talks I can improve my fluency	0%	7.3%	29.3%	34.1%	29.3%
9	Through TED Talks I can improve my speaking skills	0%	2.4%	14.6%	53.7%	29.3%
10	Through TED Talks I can learn how to deliver speech	0%	2.4%	12.2%	58.5%	26.8%
11	Providing TED Talks video in class is good idea	0%	0%	17.1%	31.7%	51.2%
12	TED Talks is a good tool for improving listening skill in EFL class	0%	0%	12.2%	36.6%	51.2%

### Interview

From the analysis of participants' answers (Table 2) it turned out that the things that people most like about TED Talks are interesting speeches, cultural experiences, and widespread topics. Also, participants answered that acquiring knowledge, getting new information, practicing listening skills, and enlarging vocabulary are the main benefits of TED Talks. From responses, it was found that TED Talks are used as a tool for language development, and as additional material. However, even in this case, it turned out that TED Talks help participants improve listening comprehension.

**Table 2**

Questions	Results
How did you know about TED Talks?	Participants 1 and 2 answered that they knew the TED Talks from the school year. However, the third participant found out what TED Talks are at the university.
What are the things that you most like about TED Talks?	From the analysis of participants' answers, it turned out that the things that people most like about TED Talks are interesting speeches, cultural experiences, and widespread topics.

Can you mark any benefits of TED Talks?	Participants answered that acquiring knowledge, getting new information, practicing listening skills, and enlarging vocabulary are the main benefits of TED Talks.
Did you use TED Talks as a tool for language development?	Two participants answered that they used TED Talks as a tool for language development, but not as main, just as additional material. The third participant answered that he/she was not able to use TED Talks for language development in the first year of studying language, because the vocabulary was difficult. But after getting to the appropriate level, he/she started to use it for language development.
Could TED Talks videos improve your listening skill?	All participants answered that TED Talks helped them to improve listening skill.
Would you like teachers to use this kind of tool in the EFL classroom?	For this question participant 1 answered that he/she would not recommend using TED Talks in the EFL classroom, because he/she said that the TED Talks video is about 10-20 minutes, he/she thinks that for the EFL classroom, this is too much. But he/she would recommend it as a task outside the classroom. Participant 2 answered that he/she would recommend it, but teachers should know how to use it creatively, because students may get bored from 10-15 minutes of video. Participant 3 also supported and recommended to use TED Talks in the EFL classroom.
Would you use it in your class if you had the opportunity to teach students?	The last question is similar to the previous one, but in this question, the student's opinion is asked about the role of the teachers. Participant 1 answered that as a teacher he/she would not use TED Talks as basic material, but he/she would use it for additional tasks. Participant 2 answered that he/she would use TED Talks in the EFL classroom, but not with all students. Because he/she thinks that TED Talks are not appropriate for all levels. Participant 3 replied that he/she would use it to teach students

### Conclusion

In conclusion, TED Talks can be a valuable tool for EFL learners to enhance their listening skills, improve vocabulary acquisition, and promote critical thinking skills. The use of TED Talks in language classrooms can also provide students with exposure to real-life English language usage and diverse cultural perspectives. Furthermore, the use of TED Talks in language classrooms can provide students with exposure to diverse cultural perspectives and enhance their intercultural competence. As TED Talks feature speakers from different countries and backgrounds, they offer a unique opportunity for EFL learners to learn about different cultures and worldviews. Teachers can effectively use TED Talks in language teaching by selecting appropriate talks, providing additional support, and incorporating pre- and post-listening activities.



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### Appendix A (Questionnaire statements)

1. know what is a TED Talks
2. I enjoy watching TED Talks
3. TED Talks video is more interesting than other
4. Through TED Talks I can improve my listening skill
5. Through TED Talks I can learn how to deliver ideas to the public
6. Through TED Talks I can learn how to improve facial expressions
7. Through TED Talks I can improve my pronunciation
8. Through TED Talks I can improve my fluency
9. Through TED Talks I can improve my speaking skills
10. Through TED Talks I can learn how to deliver speech
11. Providing TED Talks video in class is good idea
12. TED Talks is a good tool for improving listening skill in EFL class

### Appendix B (Interview questions)

1. How did you know about TED Talks?
2. What are the things that you most like about TED Talks?
3. Can you mark any features and benefits of TED Talks?
4. Did you use this tool as an application for language development?
5. Could a TED Talks video improve your listening comprehension?
6. Would you like teachers to use these kinds of tools in the EFL classroom?
7. Would you use it in your class if you had the opportunity to teach students?

# THE IMPORTANCE OF SHADOWING TECHNIQUE IN IMPROVING LEARNERS' LISTENING SKILLS

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**Abstract.** Learning a foreign language requires learners mastering main language skills. One of the main language skills is listening. Listening is regarded as a challenging skill for learners studying English as a foreign language. For this reason it is necessary to pay special attention to the development of learners' listening skills from the school years. Many studies have shown that Shadowing technique is an effective technique for improving learners' listening skills. Shadowing is an active and cognitive activity in which learners follow the speech they hear and vocalize that speech as clearly as possible at the same time. Recently, this shadowing technique has gained popularity on a global scale. The purpose of the present article is to investigate the importance of shadowing technique in improving learners' listening skills. This article introduced shadowing technique regarding theoretical explanations provided until now. The present article then reviewed previous studies on how shadowing technique affected listening comprehension skills. Next, this article discussed issues in studies and introduced some suggestions for further studies.

**Keywords:** shadowing technique, listening skills, a foreign language, effectiveness, foreign language teaching.

## Introduction

Learning English gives more possibilities for better life and incomes. Learning a foreign language requires mastering main language skills such as speaking, writing, reading and listening. Learners who learn English as a foreign language face many difficulties in learning process. Most of students have problems with listening comprehension skills. Listening skill is considered as a challenging skill among language skills. Besides, listening has a significant role in daily living and academic contexts, because it is essential to maintain effective communication to people. With the help listening we can build useful and effective conversation with native speakers. Good listeners can support the communication that can be efficient for them. However, there is no special attention for improving students listening skill in schools. Teachers may not pay full attention for the improvement of the students' listening comprehension skills. That's why listening skill is regarded one of the neglected skills. According to Cutler, native and non-native speakers' ways of listening are essentially different. Shadowing technique was imported into Japanese EFL context as a teaching technique for listening improvement in 1992 [1]. The purpose of the study is to analyze the importance of shadowing technique in improving learners' listening skills and introducing some suggestions for future researchers, provoking interest of teachers and researchers in shadowing.

In 1953 the idea "shadowing" first appeared in Cherry's study. In his experiment, the participants were asked to listen the recording and to repeat it simultaneously. Then in order to learn and speak at the same time, shadowing technique was used. Shadowing technique includes listening to and repeating the input and that's why shadowing was used for listening practice in learning process.

Shadowing technique is an effective way of improving students' listening skills. Like shadow follows somebody's walking, in shadowing technique the learners repeat the words what they are listening to. Without written scripts the recording should be repeated by the learners at the same time. Generally shadowing technique was used to train beginner students, who needed learn how

to listen better and how to speak simultaneously.

People use both top down and bottom up processing while listening [2]. With the help of shadowing technique learners improve their bottom up processing in listening because it helps them receive and identify words [3].

### **Literature Review**

Sweeting indicated some ways of employing shadowing technique in teaching process. Firstly, teachers have to choose an understandable short audio with written text for learners and it should be suitable for their level. It will be better if the words of the recording coincide the level of the students. Secondly, in order to find challenging words analyzing the audio is necessary. Next, students can listen the recording as many as they want anywhere and anytime. By listening many times they can understand the speakers' pronunciation and intonation. Then, students should pay special attention to the speakers' intonation, pronunciation and rhythm. Following, teachers should give their students the correct guidance and teach them how to use shadowing technique. Students should vocalize the words of the speaker immediately. It should be repeated by many times. The students should record their speech using an audio-recording app when their pronunciation coincides with the pronunciation of the speaker. There are many audio-recording apps that are useful for the students. The students can apply these apps, they can record their speech and listen in what words they made pronunciation mistakes, after that they can correct their mistakes. Students can use shadowing technique anywhere, for example that only can not to use shadowing technique in class, but they can use it outside of the class and even in their home and on a bus [4].

There are two variations of standard shadowing. First is selective shadowing and the second one is text-presented shadowing. The main feature of the selective shadowing is that in selective shadowing the learners repeat only certain words and phrases, for instance content words, key words or prepositions. Because, in the selective shadowing there word recognition should occur not only phoneme perception. In selective shadowing these analyses like semantic and syntactic should occur for learners in order to perform selective shadowing better, however in standard shadowing these analyses of what is heard are less likely to occur [5].

The second variation of shadowing technique is text-presented shadowing. The key feature of text-presented shadowing is that in this text-presented shadowing while shadowing process the learners use a written script of the target passage. Because the process contains written scripts, the learners' attention is split between meaning, sound information and letters. Thus, the students' cognitive process is changed. According to Kuramoto et al., text-presented shadowing and the changes in cognitive process can improve the students' reading skills and also pronunciation [6].

According to Solak listening has micro – and macro – skills. Solak determined 5 significant points of the micro – skills of listening. They are following:

1. Distinguish the specific sounds of English
2. Short-term memory support diverse language's lengths
3. Determine patterns of English words, in stressed and unstressed positions, stress, rhythmic structures, international contours, and role of them in supplying details
4. Words' reduction forms should be determined
5. Distinguish words' limits and then determine a word's core and following translate word order patterns and significance of them

Furthermore, five points of macro-skills of listening were noted by Solak.

1. Be aware of cohesive devices in oral speech.
2. Realize discussion that concerned aims, samples and situations.
3. By using real-world knowledge explore the aims, samples and situations
4. Summarize links and forecast outcome
5. Employ body language, face and also diverse non-verbal cues to describe meanings [7].

If to look those explanations, we may easily realize that micro skills are activities that to

focus on, identify words, and next build meaning and then make conclusions and interact.

Many studies have been conducted an experiment in order to show the effectiveness of shadowing technique for listening comprehension skills, and most of the studies have been conducted in Japan. Kato conducted shadowing based-lessons and the participants of this study were 40 students of Japanese university, the experiment lasted for five months. Kato in that experiment used EFL textbooks and the lessons were for approximately fifteen minutes once a week [8]; Tamai for five days gave shadowing based listening lessons for the 25 students of Japanese university and lessons were 90-minute [9]; Lin carried out shadowing based lessons and the participants were 25 Taiwanese junior high school students, in that experiment the researcher used EFL textbooks for five weeks for fifty minutes three times a week [10]. The participants of all these studies showed significant improvement in listening. Hamada conducted shadowing based lessons for 44 students of Japanese university for a month and for twenty minutes twice a week, in that experiment the researcher used EFL textbook. According to the results it was found that participants' phoneme perception skills improved [3].

First, according to Hamada, Kato, Tamai shadowing technique is effective for the most part for low-proficiency listeners. In these studies, the participants were divided into two groups, proficiency levels and low-proficiency level listeners. According to the results of these studies, it was discovered that lower-proficiency listeners have improved their listening comprehension level more than proficiency level listeners. This shows that shadowing technique helps for low-listening proficiency learners' bottom up listening skills and advanced learners already possess it.

Second, Hamada carried out eight shadowing based lessons in order to explore whether students should practice shadowing technique before or after learning the content. The researcher divided the participants into two groups. Japanese university freshmen students participated in his research. The level of the participants was intermediate. Pre-shadowing group contained twenty seven male students and five female students. Post-shadowing group included five male students and nineteen female students. Pre-shadowing and post-shadowing groups used the same textbooks and 8 lessons were given by the instructor. Before engaging in shadowing training, firstly pre-shadowing group students learned new vocabulary and content. Post-shadowing group students started the lessons with shadowing training and subsequently they learned the content for the target passage and new vocabulary. The results of the experiment showed that the post-shadowing group students improved their listening comprehension skills [11].

Third, Hamada investigated the use of IC recorder in the classroom. The samples of the research were 61 sophomore students. The students divided into groups, 30 of them worked on pair-shadowing and 31 students worked on self-monitoring shadowing, they worked for thirty minutes twice a week for a month and used a low-level graded-reader book. According to the results, it became clear that the low proficiency listeners in the self-monitoring group alone improved their listening comprehension skills. Therefore, the IC – recorder is useful especially for low proficiency listeners.

While shadowing the depth of learners' attention such as levels of perception, syntactic and semantic needs farther investigation. It was noted that while shadowing beginner level students pay more attention than others to speech perception. Many studies were lasted only a month and it is suggested to conduct an experiment for three months at least. The most studies have been conducted in Japan, and in order to investigate further the shadowing technique, further studies should be conduct in various contexts.

Ekayati in order to investigate the effectiveness of the shadowing technique carried out an experiment. The samples of the experiment were 60 students of the eighth grade. One class was experimental group and the second class is control group. Experimental group students used shadowing technique in their lessons while control group students continued their lessons in traditional way. Each group contained thirty students. Listening test were used as data instrument by the researcher. The researcher carried out pre –test and post- test for both groups control and experimental group. According to the post-test results, it was discovered that the group that used

shadowing technique in their lessons improved their listening ability in word recognition. Based on results, the researcher found that shadowing technique has a significant effect on the improvement of the students' listening skills [12].

Zuhriyah conducted an experiment in order to know whether shadowing technique is useful or not. The participants of the experiment were 18 students of Hasyim Asy'ari. The data were collected through observations and listening test. Based on the results, it was found that shadowing technique could improve the participants' listening skill [13].

Maini conducted an experiment with the aim of find the effectiveness of shadowing technique on tenth grade students. In that study was used quasi-experimental method. The study included control and experimental group. Test was used for both groups control and experimental group. Pre-test was the first test and the second test was post-test. Based on the results it was discovered that shadowing technique could improve tenth grade students listening achievement [14].

Christa et al., carried out experiment and found that shadowing technique is effective for eleventh grade students' listening comprehension achievement. The samples were 72 students of eleventh grade and the participants divided into two groups, namely experimental and control group. In that research was used purposive sampling method. Data was collected using pre-test and post-test. According to the outcomes, it became clear that experimental group students improve their listening comprehension achievement, as they employed shadowing technique in their lessons [15]. The examples of shadowing research are given in table 1.

Table 1. Examples of shadowing research.

Research	Samples	Duration	Result
Kato (2009)	40 university students	5 months (15 min × 4 per week)	Students improved their listening skills.
Tamai (1997)	25 university students	Five days (90 minute)	Students improved their listening skills.
Lin (2009)	25 high school students	Five weeks (50 min × 3 per week)	Students improved their listening skills.
Hamada (2016)	44 university students	One month (20 min × 2 per week)	Participants improved their phoneme perception skills.
Hamada (2014)	56 freshmen students	8 shadowing based lessons	Post-shadowing is more effective than pre-shadowing.
Ekayati (2020)	60 students of eight grade	Short	Shadowing technique affected learners' listening ability.
Zuhriyah (2016)	18 university students	Short	After utilizing shadowing technique learners improved their listening skill.
Maini (2020)	198 students of tenth grade	Short	Shadowing technique could improve tenth grade students listening achievement.
Christa et al., (2020)	72 students of eleventh grade	Short	Shadowing technique improve

			listening comprehension achievement of the eleventh grade students.
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Shadowing technique involves an on-line process and an off-line process. On-line process is a process in which students repeat what they hear simultaneously and there is little time to access meanings when shadowing. Off-line process is a process which allows students pauses during shadowing in order to access meanings. It means that in off-line process the listeners first replicate the received sounds then they get meanings [16].

There are given examples of on-line and off-line shadowing process:

*Shadowing (on-line)*

*Example 1.*

Model: Helen left the house and caught a taxi to the cinema.

Learner: Helen left the house and caught a taxi to the cinema.

*Example 2.*

Model: She watched a movie called “Elephant”.

Learner: She watched a movie called “Elephant”.

*Repetition (off-line)*

*Example 1.*

Model: Helen left the house and caught a taxi

Learner: Helen left the house and caught a taxi

*Example 2.*

Model: She watched a movie called “Go”.

Learner: She watched a movie called “Go”.

Hamada indicated advantages of shadowing technique, according to Hamada, “Shadowing helps following fast speech, which is one of the problems faced by non-native listeners.” Definitely, native speakers speak fast and additionally they use linking verbs in order to connect their speech, that’s why non-native listeners face difficulties while following. Learners try and follow and time by time they can get used to this native speaker’s fast speed, hence non-native speakers listen better than before [17].

According to Rost in order to successfully listen to a various acoustic features the most needed factor is attention. Due to internal and external factors listeners’ attention can be distracted. Listeners should pay full attention to the speaker’s speech in order to catch every word. With the help of shadowing technique learners can concentrate on listening. Furthermore, due to shadowing technique passive listening changes to active listening [18].

There are some advantages of using shadowing technique in the classrooms. For instance the first positive sign of employing shadowing technique is shadowing technique allows the students to follow fast speech. Fast speech is considered as one of the difficulties that EFL learners face during listening process. Shadowing technique can help students to improve their ‘subvocalization’, it means that learners learn to keep in their mind what they have heard. They analyze what they have heard and simultaneously vocalize that speech. The second positive sign of employing shadowing technique is it allows concentrating listening. Shadowing technique helps to change “passive” listening into “active” listening. Besides that shadowing technique can be used everywhere, even outside students can use shadowing technique. The next advantage of shadowing technique is shadowing may create more practice possibilities. It means that due to shadowing technique learners have more opportunities to practice listening. The following benefit

of shadowing technique with the help of shadowing technique learners motivates themselves. It became clear that shadowing technique is interesting for learners. That's why using shadowing technique in the classroom motivates learners to practice listening. [19].

## Conclusion

Many studies have shown that shadowing technique has the influence on the improvement learners' listening comprehension skills. Low proficiency students' phoneme perception levels are low and short term shadowing technique can help them to improve their level till intermediate. The review of the research exposed what has been discovered and what still remains to be investigated. It is recommended to examine learners' attention while shadowing. The present article introduced shadowing technique regarding theoretical explanations provided until now. The present article then reviewed previous studies on how shadowing technique affected listening comprehension skills. Next, this article discussed issues in studies and introduced some suggestions for further studies.

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## THE IMPACT OF WASHBACK IN UPDATED CURRICULUM

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### Abstract

This research paper focuses on the impact of the washback in language learning and teaching and the students' attitudes towards the effectiveness of taking tests in terms of reflecting students' English proficiency levels. The curriculum includes assessments and evaluations on a regular schedule. Both formative and summative evaluations entail the participation of the students. Washback happens in each situation, whether it's beneficial or detrimental. Several sorts of washback are brought on by these impacts, which are described as the consequences of testing and evaluation on both teachers and pupils. Because of the examination's negative washback, students study more for the tests than for learning the course goals. The purpose of this research was to determine the effectiveness of using tests in the classrooms. The current study, which is based on the washback theory, uses theoretical methods to investigate how the secondary school English teaching and learning are affected by the English sampling test. According to the study, there are both positive and negative washback effects on teachers' instructional strategies and students' learning behaviors related to the oral English sampling test.

**Key words:** Curriculum updated, washback, assessment, impact, test.

*“You can enhance or destroy students' desire to succeed in school more quickly and permanently through your use of assessment than with any other tools you have at your disposal.”—Rick Stiggins [1]*

### Introduction

The modern education system is evolving quite quickly on a daily basis. New technology, which is the most important in developing world, is evolving at such a quick pace. New devices that were thought to be the most cutting-edge a year ago are now considered outdated. Also, the abilities that helped you succeed yesterday might not be able to help you deal with the issues you are facing today. So, one should be able to adapt to any changes and develop abilities that can help them get over obstacles and accomplish their goals. And what can our nation's educational institutions teach pupils to apply their knowledge successfully in daily life?

Today, it is generally accepted that learning a foreign language and being able to use it successfully are essential skills due to the growing importance of international business issues as a result of globalization and the rising popularity of studying abroad. Speaking a foreign language has long been considered a mark of distinction among society's citizens in addition to these other qualities. As the learning process progresses, the students are required to take a variety of exams to demonstrate how much they have learned or to measure their progress. That is why tests and exams have taken on more significance inside our educational system.

Earlier, the traditional method of instruction was used to teach students in the majority of the schools where the teachers read aloud from a script or writes on the boards and the students are instructed to copy it down. But now updated curriculum framework is used in every Kazakhstani school for academic purpose. According to the education ministry, the new curriculum focuses on

class activities as a method to increase students' comprehension of subjects while weaning them off of rote learning and tests. As well as supporting teachers and students in Kazakhstan, the program aims to promote the growth of the Kazakh, Russian, and English languages.

The idea of "lifelong learning," the transition from obedience to initiative, and the change from KNOWING to SKILL are all essential for an enhanced educational program. With the formation of several skills, it seeks to transform learning objectives into learning outcomes based on values. The curriculum includes assessments and evaluations on a regular schedule. Both formative and summative evaluations entail the participation of the students. What function do tests serve in the classroom? Testing plays an important part in education. Tests, however, are effective learning instruments in and of themselves. Exams are often viewed by educators as either summative (which evaluates student work and assigns grades) or formative (to gain information about student learning and to provide feedback to students). In education, the expression "washback" is used to describe how an assessment influences the teaching and learning that comes before and prepares for it, whether in a positive or negative way. It is frequently viewed as one example of "impact" or the variety of impact that evaluation may have on society in general. Washback happens in each situation, whether it's beneficial or detrimental. Several sorts of washback are brought on by these impacts, which are described as the consequences of testing and evaluation on both teachers and pupils. Because of the examination's negative washback, students study more for the tests than for learning the course goals. The impact of assessment on teaching and learning is referred to in the field of education as "Washback". Although the concept of washback is convincing in general, several research examined the effects of exams on course material, teachers' teaching strategies, and both teachers' and students' attitudes and perspectives [2]. The washback aids students in identifying their learning and development strengths. The perceptions of their students will also be better known to the professors. The assessment instrument and instructional resources can then be prepared accordingly.

Even though the term "washback" is frequently used in language studies nowadays, dictionaries hardly contain it. The term "washback" [3] or "backwash"[4] describes how testing affects instruction and student learning. The idea, sometimes known as measurement-driven instruction, is based on the idea that tests or examinations may and should direct instruction and, in turn, learning [5]. A "connection" or agreement between the content and format of the test or examination and the curriculum (or "curriculum substitute" such as the textbook) is encouraged in order to accomplish this purpose. Shepard refers to this as curriculum coherence [6]. A new or updated test is implemented into the educational system in order to enhance teaching and learning. According to Frederiksen and Collins [7], this alignment is referred to as systemic validity, consequential validity, and test impact by Messick[8].

Regarding the extent of the effects, Wall [9] made a distinction between test washback and test impact. Impact, on the other hand, refers to "any of the impacts that a test may have on persons, policies or practices inside the classroom, the school, the educational system, or society as a whole" [9, p. 291], whereas washback is "the effects of testing on teaching"[9, p. 291]. Testing is not an isolated occurrence; rather, it is tied to a large number of factors that interact during the educational process, enabling the involvement of characteristics of test usage in construct validation.

In nations with centralized educational institutions, the use of examinations to scale and standardize a whole population has long been prevalent. Knowing the potency of exams, central authorities utilize them to enforce new textbooks and teaching techniques, change curriculum, and influence educational institutions. Under these circumstances, exams are seen as the main means of introducing changes to the educational system without having to alter other educational elements like teacher preparation programs or curriculum.

Both teachers and students have a natural desire to adapt their class activities to the requirements of the exam, especially when

the test is crucial to the students' future and pass rates are used as a gauge of teacher performance. It goes without saying that the test's impact on the classroom—referred to by language testers as "washback"—is crucial and can either be advantageous or detrimental [10, p15-42].

The purpose of this study is to determine how specialized test preparation affects the teaching and learning process after the final exam preparation has been incorporated into the English class curriculum.

## Materials and Methods

The word "washback" has become widely used in the study of linguistics as a result of testing in language acquisition processes. Despite the fact that the term "washback" has been in usage since the early to mid-1990s, washback has a large body of literature. Since I have been employed by M. Auezov Secondary School for a considerable amount of time, I have seen that the students are accustomed to completing tests or quizzes in English classes that we, the instructors, provide in order to gauge the students' development. As kindergarteners, kids begin learning English when they are five years old. In addition to their regular quizzes and tests, pupils begin taking international English exams when they are in the third grade.

The school's new curriculum program has now agreed that test preparation training should be included in normal English classes and that the process should be repeated often. The pupils would devote a lot more time to learning as a result of doing this. All of the assignments on this topic are included in the current revised program of the English language book for secondary schools, English Plus; specifically, there is a "section repetition" at the conclusion of each section where the completed grammar materials, dictionaries, and readings are repeated. This assessment aids teachers in figuring out how much of the finished portion the pupils have done.



1 picture (The first unit of the Textbook English Plus for Kazakhstan (Grade 8) Student's Book WetzBen ) [11]

2 picture (The first unit of the Textbook English Plus for Kazakhstan (Grade 8) Student's Book WetzBen ) [11]

As you can see from Figure 1, the dictionary will be worked on from the beginning of the section. In Figure 2, grammar is taught using these words, where the topic covered is worked out,

that is, a grammatical exercise is performed using the dictionaries covered. This will allow the student to independently prepare for the test and learn the words by heart. The set of grammar exercises presented in the section is presented in such a way that this topic can be performed in different ways. That is, it prepares the student to perform the test while sitting freely without difficulty.

Thus, topics and exercises on the development of 4 skills of daily language development, namely reading, writing, listening and speaking skills, were given. Pictures 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> prove that you can learn the full program through new words, grammar, and readings related to the topic. Therefore, when passing the Test at the end of the section, the student does not have a question that he does not understand.

**READING ■ The 'no impact' family**  
I can understand a text about an alternative lifestyle.

**STUDY STRATEGY ■ Predicting**

1 Look at the photos and the title of the text. Predict which of the sentences 1-6 are true or false. Then read the text and check your answers.

The 'no impact' family ...

- live in a big city.
- use a lot of electricity.
- make their own soap.
- are interested in the environment.
- prefer shopping at big supermarkets.
- prefer not to use plastic bags and packets.

2 **108** Complete the text with sentences a-e. There is one sentence that you do not need. Then listen and check your answers.

- Colin always carries a glass jar.
- They don't buy these things now.
- They travel everywhere by bicycle.
- Colin drinks a lot of coffee.
- He says that it's interesting to try these things.

3 **BUILD YOUR VOCABULARY** Read the information and complete the examples. Then find four more compound nouns in the text. Some nouns consist of more than one word. They are called compound nouns. The first word in a compound noun often describes the second.

Examples

shopping bag – a bag which is for 1 \_\_\_ bedroom – a room which has a 2 \_\_\_ washing machine – a machine which 3 \_\_\_ clothes

4 Complete the sentences with the words in the box.

Ice shopping kitchen chicken birthday washing

- I'd like a strawberry \_\_\_ cream, please.
- What can I buy Aru for a \_\_\_ present?
- You can buy a camera at the \_\_\_ centre.
- There isn't any \_\_\_ powder left.
- You can wipe it with \_\_\_ paper.
- Is that a \_\_\_ sandwich?

5 **YOUR OPINIONS** Ask and answer the questions.

- What do you think about the family's experiment?
- What do you think the family finds most difficult to live without? Why?
- Are there any things in your house that you do not need?
- Do you and your family have a big impact on the environment?
- What can you do to reduce your impact?

Pronunciation: Word stress in compound nouns  
➡ Workbook page 98

**THE 'NO IMPACT' FAMILY**

Can you imagine life with no TV? What about no toilet paper?

In the Beavans family's New York apartment, there isn't a TV, a washing machine, a dishwasher or a fridge and they're only using one electric light bulb. In the bathroom, there aren't any shampoo bottles, rolls of toilet paper or tubes of toothpaste. They make them or use alternatives.

Some people think that they're crazy, but Colin Beavans explains that it's just an experiment. The Beavans are living like this for a year because they want to reduce their impact on the environment. At the end of the year they'll decide what they really need and what they can live without.

They're trying to create less rubbish and use less electricity and fuel. That's the reason why they never travel by car. They buy second-hand things for the apartment and they buy food at a market, where they can avoid plastic bags, packets and boxes. They carry the food home in a basket, not a plastic shopping bag. They don't buy any food which comes from more than 400 kilometres away.

Colin says that the experiment is interesting, but it isn't always easy. He isn't trying to change other people's lifestyle, but he hopes that people who read his blog or book will think about how much they use and waste.

10 ■ Our world

3. picture (The first unit of the Textbook English Plus for Kazakhstan (Grade 8) Student's Book WetzBen ) [11]

**LANGUAGE FOCUS ■ Relative pronouns**  
I can talk about places, people, reasons and things using relative pronouns.

**1**

1 Complete the sentences from the text. Then complete the rules with places, people, reasons and things.

- People \_\_\_ read his blog or book will think about how much they use.
- In the places \_\_\_ Colin has coffee, they give it to him in his jar.
- They don't buy food \_\_\_ comes from more than 400 kilometres away.
- That's the reason \_\_\_ they never travel by car.

**2** Complete the text with who, why, where and which.

**Think globally – buy locally!**

People who want to protect the environment are usually careful about the origin of their food. Food \_\_\_ comes from local producers is OK, but the countries \_\_\_ farmers grow exotic fruits are often thousands of kilometres from our shops. A good example is kiwi fruit \_\_\_ comes by plane from New Zealand. The boxes of fruit arrive at our airports \_\_\_ lorries are waiting to transport them to supermarkets. The supermarkets \_\_\_ sell this product are often out of town, so people \_\_\_ buy kiwi fruit must drive there. All in all, that's a lot of boxes and fuel – a lot of waste. That's \_\_\_ imported food is bad for the environment.

**3** Complete the sentences with your own ideas. Use who, where, or which. Compare with a partner.

A café is a place where you can eat snacks.

- A farmer's market is a place \_\_\_
- Oranges and lemons are fruit \_\_\_
- A journalist is a person \_\_\_
- Work is something \_\_\_
- My friend is someone \_\_\_
- A whale is a mammal \_\_\_

4 **ACTIVATE** Write six sentences with who, where, why and which. Then play a guessing game with a partner.

a drink	who	I admire
a place	where	I really like.
something	why	makes me angry.
a person	which	I can meet friends.
a programme		I can relax.
a café		I never buy
the reason		I don't eat kiwi.
		I can do martial arts.

This is a place where I can relax.

Is it your bedroom?

No, the beach is a place where I can relax.

**Finished?**  
Write four definitions using who, where and which and your own ideas.  
Hot chocolate is a drink which I really like.

More practice ➡ Workbook page 9

Our world ■ 11

4. picture (The first unit of the Textbook English Plus for Kazakhstan (Grade 8) Student's Book WetzBen ) [11]

**VOCABULARY AND LISTENING** Pollution and the environment  
I can understand a programme about an environmental problem.

- 1 **109** Check the meaning of the words in blue. Choose the correct words. Then listen and check.

**A plastic problem**

People use a lot of plastic bags and they often 'throw away / bury' the bags afterwards. They don't often 'pollute / reuse' or 'waste / recycle' them. When we 'destroy / reuse' plastic, we pollute the land or air. It isn't a good idea to 'burn / poison' plastic because it 'poisons / saves' the atmosphere. The alternative is to 'bury / pollute' it, but some plastic doesn't decompose for over a thousand years.

- 2 **Work in pairs.** Ask and answer the questions.

- 1 Do you throw away or reuse plastic bags?
- 2 What do you and your school do with rubbish?
- 3 How can you reduce waste in your home?
- 4 What happens to rubbish in your area?
- 5 What things are harmful to the environment in your area?

- 3 **110** Read the information about Rebecca Hosking. Order sentences a–d, then listen and check.

- a Rebecca spoke to people in her town.
- b Rebecca was filming a wildlife documentary.
- c People use cloth bags in Rebecca's town now.
- d Rebecca saw that animals were dying.

- 4 **111** Listen again and write true or false. Correct the false sentences.

- 1 The speaker is Rebecca Hosking.
- 2 Sea birds think the plastic is good and eat it.
- 3 She was shocked because plastic waste was killing the marine animals in her home town.
- 4 Most people don't know where their plastic waste goes.
- 5 A few shops in Rebecca's town still give people plastic bags.
- 6 The programme informs us about the dangers of plastic.

- 5 **111** Listen to a reporter in Rebecca's town. What was different a year later? Tick the things she mentions.

polystyrene cups cardboard boxes  
plastic bags waste food washing powder  
used cooking oil plastic bottles  
paper bags glass jars old newspapers  
plastic sandwich boxes bottle tops

- 6 **ACTIVATE** Work in groups. Look at the list of waste products in exercise 5. Decide on the three things which pollute the environment the most. Then answer the questions.

- 1 Which are the most dangerous to destroy?
- 2 How can you get rid of them?
- 3 What can you use instead of these things?

- 5 picture (The first unit of the Textbook English Plus for Kazakhstan (Grade 8) Student's Book WetzBen ) [11]  
6 picture (The first unit of the Textbook English Plus for Kazakhstan (Grade 8) Student's Book Wetz Ben) [11]

**REVIEW** Unit 1

**Vocabulary**

- 1 Complete the phrases with the words in the box.

a jar a bar a roll a can a tin a packet  
a bottle a tube

- 1 \_\_\_ of water
- 2 \_\_\_ of toilet paper
- 3 \_\_\_ of toothpaste
- 4 \_\_\_ of chocolate
- 5 \_\_\_ of tuna
- 6 \_\_\_ of coffee
- 7 \_\_\_ of crisps
- 8 \_\_\_ of cola

- 2 Complete the sentences with the verbs in the box.

pollute recycle burn poisons waste  
bury save throw away

- 1 We shouldn't \_\_\_ bottles. It's better to \_\_\_ them.
- 2 You can \_\_\_ energy by using public transport.
- 3 Nuclear power stations don't \_\_\_ the air, but they create dangerous waste.
- 4 Waste plastic \_\_\_ marine animals.
- 5 When you \_\_\_ plastic, dangerous gases go into the atmosphere.
- 6 If you \_\_\_ plastic, it will stay in the ground for 1,000 years.
- 7 You \_\_\_ energy when you leave the window open in winter.

**Language focus**

- 3 Choose the correct words.

- 1 Does your family recycle much / many glass bottles?
- 2 Do you eat too much / too many chocolate bars?
- 3 How much / many hours do you study every day?
- 4 We throw away a lot of / many rubbish.
- 5 I haven't got any / some toothpaste left.
- 6 There isn't enough / many fuel to heat the house.
- 7 How much / many kilometres do you walk each day?
- 8 I ate too much / too many sweets and now I feel sick.
- 9 He isn't fast enough / too fast to win the race.
- 10 Do we protect animals too / enough?

- 4 Match the two parts of the sentences. Then complete the sentences with who, which, why and where.

- 1 The farmers a my brother works.
- 2 I buy pineapples b has a lot of packaging.
- 3 That's the shop c come from Africa.
- 4 That's the reason d discovered Australia.
- 5 He's the person e produce milk work hard.
- 6 I don't like food f I didn't call you.

**Communication**

- 5 Complete the dialogue with the phrases in the box.

a lot If you want some How much that's fine

- Greg: '\_\_\_ food is there?'  
Jo: 'There are \_\_\_ of sandwiches and a packet of crisps.'  
Greg: 'What about cakes?' '\_\_\_, I can make a chocolate cake.'  
Jo: 'Do you mind?'  
Greg: 'No, \_\_\_ I've got chocolate and I can buy \_\_\_ eggs.'

**Listening**

- 6 **118** Listen to a conversation about a 'no impact' lifestyle. Write true or false.

- 1 Zoe is interviewing Colin Beavan about his 'no impact' lifestyle.
- 2 Joe started the 'no impact' lifestyle a month ago.
- 3 Joe doesn't buy any fruit or vegetables which come from faraway countries.
- 4 Joe gets a lot of fruit and vegetables from supermarkets.
- 5 Joe doesn't throw away a lot of rubbish.
- 6 Joe cycles and travels by bus.



As you see on the 6th picture there were given how the test was demonstrated and it helps students repeat all the passed new words and grammar. Later it gives chance to make a washback where they can deal with mistakes and what theme they have to pay attention and learn better.

## **Results and discussion**

The interest for this research came from school experience as school teacher and students who were preparing to exam. Because pupils have to pass highly demanding test in order to get into the university, the only thing they do in the last year of high school is to practice for the test. They chose foreign language(English, in this case) as their specialization area; they have to take the UNT to be admitted into the foreign language education department. They are so focused on the test that they always want to be given mock tests, sample question, or old exam papers instead of following the textbook. The instructor should be aware of how to apply the practical techniques in order to make the washback more productive in the classroom. In some circumstances, it was discovered that having more student-centered activities had a beneficial washback effects on teaching activities. Saif [12] claims that the teacher favors a seminar-style of instruction and that the test will have a beneficial impact on her choice of lesson plan. Teacher should comprehend.

Wall and Alderson [3, p 41-68] concentrate on the interaction between the exam and the textbook to ascertain if the test has an effect on teaching, that is, whether the exam is required to reinforce the textbook. The study's findings demonstrate that what teachers taught—rather than how they taught it—is what students need to focus on in order to perform well on exams. Nevertheless, Wall and Anderson [3, p 41-68] draw the conclusion that "the feedback assumption now defined is an unduly simple account of the link between tests and learning," and they advise testers to be wary of too simplistic views that "excellent" tests must have a "positive" impact. Like this I can say that before having test teacher have to prepare students for the test explaining of every detail the theme and explain the task carefully

Students have always felt anxious and pressured before exams. According to Davis[13], examinations that are well-designed and lean more toward creativity would benefit the pupils. The use of antiquated and ineffective methods of assessing students, on the other hand, clearly implies that this will have a negative impact on how the students see the tests [14]. In addition to creating exam papers, Loumbourdis notes that if students do not experience exam anxiety beforehand, they will not experience it when they take the examinations, which will have an adverse effect on the students [14].

Another study was discussed by Watanabe. Two separate English exam preparation courses conducted by two experienced teachers are observed by Watanabe [15]. One of the exam preparation sessions taught by each teacher focuses grammar translation, while the other does not. Observations made in the classroom reveal that translation-focused university admission exams do not have an equal impact on the two teachers, leading to washback on one teacher but not the other. Watanabe, however, discusses instructor characteristics that may cause or prevent washback from happening, such as teachers' educational backgrounds, personal opinions, and teaching experience, and she comes to the conclusion that these factors may exceed the impact of the entry exams. As a result, it is advised that each instructor be interrogated by the other teachers before to the classroom observations, as well as during and after the observations. This study's findings suggest that the existence of admission tests will only have a limited detrimental impact on some features of some instructors' teachings, as evidenced by various public viewpoints.

## **Conclusion**

Overall, the washback has both beneficial and bad impacts on teaching methods, as well as on the attitudes and beliefs of students and teachers in the 10th and 11th grades. First of all, it does not assess students' communicative competency, which is crucial for effectively learning a foreign language. As a result, students do not develop these abilities in their language classes. To the delight of the teachers, the test nonetheless strongly encourages pupils to study English, even if it is primarily for the sake of succeeding on the test; this actually supports classroom methods of learning grammar, vocabulary, and reading by solving tests.

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## FORMATION OF STUDENTS' EMOTIONAL INTELLIGENCE IN THE PROCESS OF TEACHING ENGLISH

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**Abstract:** the article examines the basic principles of the formation of emotional intelligence in foreign language classes. In order for learning a foreign language not to become a duty, a routine and, given that the system of organizing training and classes in particular can be a traumatic factor for the health of students and can lead to a decrease in their academic performance and motivation, deterioration of discipline, a state of anxiety, it seems necessary to create a special emotional health-preserving environment through the formation of emotional intelligence in the classroom a foreign language that motivates you to learn a language and shows its practical application.

**Keywords:** art technologies, health care, communicative competence, role-playing, emotional intelligence.

The ability to read the emotional state of people around you and show your own emotions in certain life situations is one of the most important aspects of communication in the modern world. However, the ability to conduct successful communication is necessary not only in everyday life, but also within the framework of a school lesson, which will allow constructive resolution of emerging conflicts, successfully communicate with peers and teachers, increase the level of external and internal motivation.

Among the technologies introduced in foreign language lessons, I would like to mention the technology of emotional intelligence development. Its relevance is due to the requirements of the new federal state educational standard, the national project "Education". The main goal that a teacher faces today is to form a harmonious, holistic personality.

Emotional intelligence is the sum of a person's skills and abilities to recognize emotions, understand the intentions, motivation and desires of other people and their own, as well as the ability to manage their emotions and the emotions of other people in order to solve practical problems.

Structural components of emotional intelligence:

1. Identification of your own emotions.
2. Emotion management is associated with the problem of self-control.
3. Understanding the emotions of others.
4. Managing other people's emotions.

A person with developed emotional intelligence has the following qualities: high stress tolerance; charisma; sociability; sociability; responsibility; determination; productivity; efficiency.

Among the technologies introduced in foreign language lessons, I would like to mention the technology of emotional intelligence development. Its relevance is due to the requirements of the new federal state educational standard, which sets the main goal of educating and developing a student's personality.

So, what is emotional intelligence (EI)? The term comes from the English language (Emotional Intelligence). The study of EI has been going on for a little more than two decades, but today specialists around the world are already engaged in this topic. In 1995, the American Daniel Goleman introduced the term EI and gave it the following definition: this is a person's

ability to understand and control their emotions, as well as the emotions of others, and build interaction on this basis.

Currently, it is the behavior and emotional sides of the personality that are considered decisive factors for effective functioning both at work and in our personal life. Good relationships and cooperation are the key to success in every area of human activity.

Emotional competence contains the following components:

- Self-awareness is the main component. A person with a high degree of self-awareness knows his strengths and weaknesses and is able to be aware of his emotions.

- Managing emotions.

- Self-control /self-motivation - a consequence of self-awareness. The one who has this trait has not only known himself, but also learned to control himself and his emotions.

Empathy - the ability to put yourself in the place of another person, to experience his feelings, and therefore take into account his emotions in the decision-making process.

- Handling relationships.

- Team work - mastery of cooperation, knowledge of when and how to take the lead, and when to follow the guidance of others.

- Decision-making - the ability to think about your actions and know their consequences, to track what influences decision-making: feelings or mind

- Responsibility - the ability to recognize the consequences of one's decisions and actions, to fulfill promises and obligations assumed

- Sincerity (openness): the ability to build trusting relationships [1,480].

Let's check how developed our EI . Where is a thoughtful person depicted? And where is the offended one? Surprised?



(Answer: thoughtful - No. 3, offended - No. 4, surprised - No. 2) [7].

Why is it so important to be able to recognize other people's feelings? The answer is obvious: the result of actions depends on it. Our relations with people depend.

As teachers, it is extremely important for us to be able to manage emotions. This is the first and decisive factor of success in the educational process. The smile of the teacher – it would seem how little, but the mood of the students, the desire to study the subject, interest in the subject, motivation depends on it.

EI can be congenital and acquired. As a rule, the development of emotional competence occurs in the lessons of literature, music, and fine arts.

The most effective in terms of the development of EI is a foreign language. The lessons are aimed at the formation of communicative competence, as a result of which communication can be successfully carried out. A foreign language is a unique subject, since it covers almost the entire spectrum of human interests: literature, art, politics, sports, business, education, health, geography, science, etc., which easily makes it personally significant for a student [2].

The following types of tasks can be recommended for the development of IE in a foreign language lesson:

1) Introductory games, tasks "for warming up" ("ice breakers, warmers").

For example, an English lesson begins with the phrase How are you? How are you feeling today? And all the students in the chain answer the question. Such a warm-up can be applied in all parallels. Students get used to this kind of "ritual", which takes place very quickly, takes 1-2 minutes in class. With this technique, you can achieve several goals: first: vocabulary 106

replenishment. You can introduce and implement such a warm-up in elementary school with the simplest adjectives happy, fine, sad, tired. At each lesson, you can take 2-3 new words to denote emotions, etc.



**2) Role-playing games.** This type of tasks is an integral part of the main part of the lesson. In this article, I would like to focus on how the dramatization of the dialogue takes place (training in this skill is carried out in all parallels). Working out the dialogue takes place in several stages: parsing new words, listening to the dialogue (necessarily presenting an audio file), repeating in chorus, repeated reading. When reading, children should convey emotions (for example, curiosity, misunderstanding, anger, etc.), intonation. In fact, the guys remember the dialogue already in the lesson, at home there is only repetition. At the stage of checking homework in the next lesson, the guys use the props. It may be a book in the hands of the speaker. What do we see in the hands of seventh graders in the photo? Cell phone! Thus, the role of the caller is demonstrated, and the rest of the guys are interested in watching such a dialogue.

It is very useful to arrange a **readers' theatre** in the lesson. Special attention of students is focused on expressiveness, intonation. My advice: if a student reads sluggishly, without emotion, make a comparison with the Russian language. For example: London is the capital of Great Britain. London is the capital of Great Britain (read sluggishly, without intonation; the reaction of students will not take long) [3].

### 3) Group discussions.

At the middle stage of training, group discussions can be arranged in the main part of the lesson. Every student participates. For each problem, the student formulates 1-3 responses. For example, in the 6th grade at the English lesson, analyzing the topic "School uniform", the guys were divided into 2 groups. The first group "pro" – for the school uniform, the second group "contra" – against. Everyone chooses a role (student, parent, school psychologist, director). The teacher formulates a question, for example: Would you like to have a school uniform at your school? What do you think about it? (Would you like to have a school uniform in your school? What do you think?)

I'll give you an example of a discussion game. This is the final lesson on the topic of "Profession". The installation is formulated in a foreign language:

Situation: imagine that there is a group of people of different professions on the International Space Station. Their mission is to settle on a new planet. But the problem is that there are only four seats in a capsule to get to the new planet. The task is to choose four professions to send to the new planet. Give reasons.

The students explain the situation: there is a group of people of different professions on the international space station. It is necessary to populate an uninhabited planet. There are only 4 seats in the capsule. Which of the presented professions will you choose? Who will become the first settlers? [4].

The students in the group should come to a consensus. Thus, we develop the ability to work in a group, which is one of the components of emotional competence.

Students are given cards with the names of professions:

<b>An actor</b>	<b>A doctor</b>
<b>A teacher</b>	<b>A driver</b>
<b>A policeman</b>	<b>A lawyer</b>

<b>A singer</b>	<b>An engineer</b>
<b>A musician</b>	<b>A fire fighter</b>
<b>A politician</b>	<b>A manager</b>
<b>A dancer</b>	<b>A military man</b>

If you are conducting this discussion in the middle level, then it is enough to express 1 argument in favor of the profession/

The discussion is conducted in a foreign language. To express agreement / disagreement, we give emotionally colored reference phrases:

<b>Statements which show strong agreement</b>	<b>Statements which show limited agreement</b>	<b>Statements which show disagreement</b>
-You are dead right -Absolutely -That's true -Good idea -I quite agree with you -That sounds like a good idea	-Okay, but... -You've got a point there -I suppose...but... -You are right, but... -Yes, but on the other hand... -I see what you mean, but don't you think...	-Oh, come off it! -You are wrong, I'm afraid... -I can't stand... -I hate... -I disagree

It is necessary to teach students in advance to justify their opinion. For example: *In my opinion, a teacher is the best job, because he gives knowledge.* I suppose, that a doctor is the best and the most important profession, because he saves people's lives. I think, that an engineer is the most important job, because he creates machines und buildings.

In the learning process itself, it is necessary to use a set of "psychological miracles" that attract the attention of students: surprise (emotional stress); new terms in speech (misunderstanding); compliment; self-expression techniques (including personal emotional experiences in a conversation); provocations in a dialogue or discussion; visualization of information and images; getting used to the image, empathy. It should be noted that the speech orientation of the learning process is not so much that a practical speech goal is pursued, as that the path to this goal is the most practical use of a foreign language [4].

Role-playing games bring speech activity closer to real communication. Role-playing is a speech activity, both gaming and educational, during which students act in certain roles. The purpose of the role-playing game is the activity being carried out. Being a model of interpersonal communication, role-playing causes the need for communication in a foreign language.

Proverbs and sayings develop linguistic intuition, establish the habit of thinking in linguistic terms, expand vocabulary, make speech vivid and expressive.

Video in foreign language classes opens up opportunities for teachers and students to master foreign language culture, especially in the formation of socio-cultural competence as one of the components of communicative competence in general. A well-chosen film or instructional video in a foreign language allows students to integrate into the environment of the language being studied and learn and improve certain norms of ethics and morality. It is necessary to study and use the rules of speech etiquette, pay attention to the manners and conduct of conversation, the choice of phrases and expressions, showing different approaches characteristic of speakers of a foreign language culture [5].

The use of such technologies contributes, among other things, to the implementation of effective intercultural communication with native speakers.

As you know, the necessary conditions for effective communication between two or more representatives of different cultures are knowledge of a foreign language, as well as knowledge of norms and rules of behavior, psychology and mentality.

Foreign language classes are the best suited for the integration of emotions in the learning

process, and the addition of an emotional component contributes to its more successful study and application; the formation of emotional intelligence helps to develop communicative competence and more effective intercultural communication.

So, a foreign language becomes not only fascinating and memorable as a subject, but also significant in the development of a student's personality. The global trends of the modern world are such that the importance of emotional competence will increase more and more. It turns out that the coefficient of human mental abilities (IQ) is only the basis for the realization of personality in society. Recent studies have proved that people with a high level of EI, not IQ, become successful, because it is EI that is the most important component of the communication process [6].

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# YABANCILARA TÜRKÇE ÖĞRETİMİNDE OTANTİK ÖĞRENME ORTAMLARININ OLUŞTURULMASINDA TEKNOLOJİNİN YERİ

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## Özet

Dil öğretimi beceri temelli ve uygulamalı bir süreç olarak değerlendirilir. Eğitimde son yıllarda benimsenen paradigma değişimi, eğitim durumlarında daha çok öğrenci merkezli yaklaşımların uygulanmaya başlanmasıyla yeni bir sürece girmiştir. Eğitim durumlarında, öğreneni merkeze alan öğretim stratejilerinin, yöntemlerin ve tekniklerin kullanımı ile öğrencinin öğrenme faaliyetinin bizzat içinde olduğu, sürece her yönüyle dâhil olduğu ve aktif katılımın sağlanması adına sürecin öğreneni merkeze alan bir yapıda inşa edilmeye çalışıldığını söyleyebiliriz. Yabancı dil öğrenmede hedef dilin içinde olmak ya da dile maruz kalmak ne kadar önemli görülse de bunun mümkün olmadığı durumlarda hedef dile dair gerçek yani otantik ortamların oluşturulmasının da önemi yadsınamaz. Çağımızda hızla gelişen teknolojinin hayatımızın her anını etkilediğini ve kullanımın yaygınlaştığını söyleyebiliriz. Genelde dil öğretimi, özelde ise Yabancılara Türkçe öğretimi alanında her anımızı kuşatan teknolojinin otantik öğrenme ortamları oluşturmada da kullanılabileceği bahsi ve bunun nasıl oluşturulması gerektiğinin örneklerle ortaya konulması bu çalışmanın amacını ihtiva etmektedir.

**Anahtar Kelimeler:** Yabancı dil olarak Türkçe öğretimi, Teknoloji destekli otantik öğrenme ortamları

## Giriş

Yaşadığımız çağ, öğrenenin kendi öğrenme ortamları içinde kendi deneyimleri ile nasıl öğrendiği ve 21. yüzyıla ait sorun çözme becerilerini nasıl kazandığı ile ilgili hızla büyüyen bir merak barındırmaktadır. 2000’li yılların başında dünyada ve eğitimdeki paradigma değişimi ile öğrenme ve öğretme sürecine farklı bir anlam yüklenmiştir. Öğrenme sürecinde öğrenene bilginin sadece aktarılması sürecinin ötesine geçerek bilginin öğrenci tarafından yapılandırılması üzerinde durulmaya başlanmıştır; öğrenciyi merkeze alan, öğrenme stilleri ile bireysel farklılıklara dikkat eden ve en önemlisi daha fazla duyunun öğrenme sürecine dahil edilebileceği içeriklerin veya ortamların düzenlenmesini önemseyen bir eğitim süreci oluşturulmaya çalışılmıştır. İlerlemeci eğitim felsefesinin pratikteki uygulama yaklaşımı olan yapılandırmacılık, tam da bu dönüşümün karşılığı olarak uygulama alanı bulmuştur. Öğretim ortamının sadece öğrenci merkezli strateji, yöntem ve tekniklerin kullanılmaya çalışıldığı bir süreçten ziyade öğreneni gerçek hayat problemleri ve gerçek hayatla karşı karşıya getiren bir sürece evrildiği anlaşılmıştır.

Çağımızın içinde bulunduğu hızlı değişim toplumların da hızla değişimine ve gelişmesine yol açmıştır. Bu değişim ve gelişim toplumun hemen hemen her alanında kendini göstermiş ve göstermeye de devam edegelmiştir. Özellikle teknoloji alanındaki gelişim, internetin yaygınlaşması ve etkin kullanılması, küreselleşme ve bilim alanındaki gelişmeler toplumların gelişmesini ve değişmesini oldukça etkilemektedir. Bu değişimler dikkate alındığında yaratıcı düşünme, eleştirel düşünme, problem çözme, iş birliği içinde çalışabilme, girişimcilik, karar verebilme gibi temel becerileri ön plana çıkararak bu becerilerin bireyler için oldukça önemli hale gelmesine neden olmuştur. Bireylerin bu becerileri sahip olması ve bu becerileri etkili bir biçimde kullanabilmesi, çağa ayak uydurmak ve başarılı olmak adına giderek önemli bir hale gelmiştir. Bu becerilerin ediniminde ise eğitim kurumları önemli bir rol oynamakla beraber bu becerilerin edinimi gerçek dünya içerisinde, gerçek dünya problemleri ile olmalıdır. Bireylerin okulda edindiği bilgileri anlamlandırabilmesi ve özümseyebilmesi için edindiği bilgileri gerçek yaşamla bağdaştırabilmesi, kullanabilmesi ve bu bilgiler doğrultusunda gerçek yaşamdaki problemleri çözebilmesi gerekmektedir. Bu noktada ise otantik öğrenme kavramı karşımıza çıkmaktadır [1].

Otantik kelimesi sözlükteki anlamıyla “eskiden beri mevcut olan özelliklerini taşıyan, orijinal” anlamlarına gelmektedir [2]. Kelimenin anlamı “gerçeğe yakın özellikleri olan” şeklinde

de ifade edilmektedir [3,10 s.]. Otantik kavramı, öğrenme açısından gerçeğe uygun öğrenme durumları ve süreçlerini ifade etmektedir. Burada gerçeğe uygunluk, öğrenmenin hem gerçek yaşamdan alınan problemler üzerine şekillenmesi hem de sınıf ortamına getirilen materyallerin orijinal, değiştirilmemiş ve gerçek yaşamdan alınmış olmasını ifade etmektedir. Eğitimde güncel bir kavram olarak karşımıza çıkan otantik öğrenme kavramı ve otantik uygulamalar, eğitim sistemindeki anlayışın giderek değişmesi ve gelişmesiyle beraber öğretim sürecine dâhil edilmiştir.

Otantik öğrenme ile öğrencilerin günlük hayatta karşısına çıkabileceği problemler verilerek onları gerçek hayata hazırlayabilmek mümkündür. Böylece bireylerin ileriki hayatlarında karşısına çıkabilecek sorunlar karşısında nasıl bir çözüm üreteceklerini düşünebilmeleri sağlanabilmektedir. Bu durum da otantik öğrenme doğrultusunda bireylere gerçek hayat üzerinden problemler verilmeli ve bu problemlerin gerçek hayatla uyumlu olması gerekmektedir. Bununla beraber bireyler karşılaştıkları sorunlar karşısında araştırmayı, incelemeyi, tartışmayı ve sorgulamayı da öğrenmelidirler [4].

### **Otantik Öğrenme**

Otantik öğrenmenin birçok yaygın tanımı bulunmaktadır. Aynas [3] otantik öğrenmenin, öğrenenin gerçek hayata dair problemleri çözebilmesi ve okul ile gerçek yaşam arasında bağ kurabilmesini sağladığını ifade etmiştir. Bununla beraber öğrenenlerin gerçek hayat sorunlarıyla baş edebilecek problem çözme becerisiyle donanımlı hâle gelmelerini sağlamaya yardımcı bir yaklaşım olarak değerlendirmiştir.

Lombardi [5] ise otantik öğrenmeyi rol oynama alıştırmaları, probleme dayalı etkinlikler, vaka çalışmaları ve sanal uygulama topluluklarına katılımı kullanarak gerçek dünyaya, karmaşık sorunlara ve çözümlerine odaklanan bir öğrenme yaklaşımı olarak tanımlamıştır.

Otantik öğrenme, bireylerin gerçek hayatta karşılaşılabilecekleri problemlerle nasıl başa çıkabileceği ve bu problemlere nasıl çözüm yaratabileceğine odaklanmaktadır. Bu noktada önemli olan şey ise problemlerin gerçek hayattan alınması ve gerçek hayatla uyumlu olması gerektiğidir. Bununla beraber okulda verilen bilgileri öğrencilerin özümsemesi ve edinilen bilgilerin gerçek hayatta nerede ve nasıl kullanabileceği hakkında öğrencilere katkı sağlaması beklenmektedir. Bu doğrultuda otantik öğrenmenin amaçlarından biri de öğrencileri gerçek hayata hazırlaması olarak düşünülmektedir.

Bektaş ve Horzum [6] otantik öğrenmeyi, bireyler için günlük hayatla ilişkili olan gerçek dünya problemleri doğrultusunda problemleri keşfetme, tartışma ve kavramları anlamlı bir şekilde yapılandırmayı sağlayan bir eğitim yaklaşım olarak ifade etmiştir.

Yıldırım [7] ise otantik öğrenmenin temellerinin pragmatizme, ilerlemecilik akımına, Piaget'in bilişsel gelişim kuramına, Bruner'in buluş yoluyla öğrenme kuramına, Vygotsky'nin sosyal gelişim kuramına ve Collins ve Duguid'in ortaya koyduğu durumlu öğrenme yaklaşımına dayandığı ifade etmiştir.

Otantik öğrenme ortamının 9 ögesi mevcut olmakla beraber bunlar; otantik durum, otantik aktivite, uzman performanslar, çoklu bakış açıları, iş birliği, yansıma, bitleştirme, koçluk ve yapı ve otantik değerlendirme olarak ifade edilmiştir [8, 21 s.].

Otantik durum: Fiziksel veya sanal ortam gerçek hayatta kullanılacak bilgiyi yansıtır. Gerçek hayatın karmaşıklığını yansıtan bir tasarıma sahiptir. Öğrenme için amaç ve motivasyon sağlar. Gerçek durumları içeren fikirler ele alınır.

Otantik aktivite: Görevler gerçek dünya ile ilgilidir.

Uzman performanslar: Uzman düşünme ve sürecin modellenmesine erişimi sağlar.

Çoklu bakış açıları: Görüşlere farklı açılardan farklı bakış açıları sağlar.

İş birliği: Sosyal destek ve ortak sorun çözme imkânı sağlar.

Yansıma: Seçenekleri tartışma, düşünme ve yansıtma fırsatları sunar.

Bitleştirme: Öğrencilerin artan anlayışları üzerine konuşmalarına fırsat sunar.

Koçluk ve yapı: Öğrenme ortamlarında öğrencilere öğretmenler ve diğer öğrenciler tarafından destek sağlanır.

Otantik değerlendirme: Ayır ayrı testler yerine görevlerle birleştirilmiş değerlendirme yapılır.

Yabancı dil öğrenmede gerçek ortamda öğrenmenin öneminden hareketle hedef dilin konuşulduğu ortamda bulunarak dil öğrenmenin mümkün olmadığı koşullarda ya da sınıf içi öğretim sürecinde gerçeğe yakın ortamların oluşturulmasında otantik öğrenme önemli bir yaklaşım olarak karşımıza çıkmaktadır. Bu durumda otantik öğrenmenin öğelerinden biri ve öğretim sürecinde çokça başvurulabilecek olan *otantik aktiviteler* yabancı dil olarak Türkçe öğretiminde kullanılacak gerçek yaşam etkinlikleridir. Öğretim sürecinde kolayca başvurulması ya da uygulanması oldukça güç olan ve her zaman uygulanması mümkün olmayan gerçek yaşam etkinliklerinin çağımızın getirdiği imkânlarla teknoloji destekli otantik öğrenme ortamlarına dönüştürülebileceği hususu bu çalışmada ele alınmıştır.

### **Teknoloji Destekli Otantik Öğrenme Ortamları**

Gerçek yaşam problemlerinin riskini azaltan ve ulaşılması güç problemleri sınıf ortamına getirmemizi kolaylaştıracak "teknoloji" ve teknolojinin otantik öğrenme aktivitelerinin düzenlenmesinde ve oluşturulmasında teknoloji ile desteklenen otantik öğrenme aktiviteleri ile öğrenciler, zengin gerçek dünya kaynaklarına ulaşabilmesi, araştırma için gerekli iletişim becerilerini kazanabilmesi ve öğrenme sürecine ilişkin farklı çözüm önerileri ve araçları sağlama şansına sahip olabilmesi mümkündür [9]. Bununla birlikte aktiviteye entegre edilmiş teknoloji, teknoloji kullanımı için anlamlı bir amaç oluşturabilmektedir [9].

Öğrenme aktivitelerinin teknoloji ile desteklenmesi, öğrencilerin ilk elden kalıcı öğrenmeler elde edebilmesinde son derece önemlidir. Bununla beraber bu tip aktiviteler öğrenmenin bir yaşam biçimi olmasını sağlamakla beraber öğrenmeyi sınıf ortamından gerçek hayata taşıyarak yaşam boyu öğrenmeyi mümkün kılmaktadır. Öğrenme aktivitelerinde teknolojinin kullanılması, teknolojinin doğru ve etkili kullanılmasında da önemli bir rol oynamaktadır. Teknolojinin otantik öğrenme aktivitelerine dahil edilmesiyle gerçek yaşam problemlerinin sınıf ortamına taşınabilmesi ve uygulanacak aktivitelerle öğrenme ortamlarının zenginleştirilmesi mümkün kılınabilecektir. Otantik aktiviteler sayesinde öğrenciler öğrenme sürecinde edindikleri bilgileri uygulama fırsatına sahip olabilmektedir [10].

Öğretim faaliyetlerinin yürütüldüğü ortamlarda teknolojiyi kullanma düzeyi çoğu zaman PowerPoint sunumlarından, belgesel ya da film izletmekten, dijital kameralar ve video oynatıcılar gibi teknolojik aletlerin kullanımından öteye geçememektedir. Bu noktada otantik aktiviteler ile kullanılacak teknolojinin belirli özelliklere sahip olması gerekmektedir. Teknoloji ile desteklenen otantik öğrenme süreci ise 3 ana elementten oluşmaktadır [9].

**Tablo 1.** Teknoloji Destekli Otantik Öğrenme Aktivitelerinin Elementleri [11].

Özellikler	Avantajlar
Aktivite özellikleri	Komplike olma İyi yapılandırılmış olma Gerçek yaşam örnekleri ve senaryoları içermesi Gösterişli bir ürünle sonuçlanma
Öğrenci özellikleri	Teknoloji okuryazarı Problem çözücü Öğrendiğini yansıtabilen İşbirlikçi öğrenebilen Öz yeterlilik algısı yüksek
Teknolojik özellikler	Zengin medya kaynaklarının kullanımına izin verme Öğrenen ile kaynak arasında iletişimin kurulmasına izin verme Birden fazla kaynağa ulaşabilme İşlevsellik (Geliştirilebilecek, rafine hale gelebilecek ve bilginin yapılandırılabilirdiği bilişsel araçlar) Her yerden kolay erişim sağlanabilme

Teknoloji destekli otantik öğrenme aktivitelerinin elementleri dikkate alınarak ders içerisinde kullanılacak olan öğrenme aktivitelerinin bu özelliklere uygun bir biçimde düzenlenmesi gerekmektedir. Böylece öğrenme aktivitelerinin zenginleştirilmesi ve öğretim ortamında bu aktivitelerin daha etkili bir biçimde kullanılması vasıtasıyla öğrenmenin kalıcı



olması mümkün kılınabilecek ve öğrencilerin edindiği bilgileri gerçek yaşamda uygulama fırsatı sunulabilecektir.

### **Yöntem**

Araştırmada yabancılara Türkçe öğretimi alanında teknoloji destekli otantik öğrenme ortamlarına dair çalışmaların varlığı, ilgili literatürden hareketle durum çalışması süreci ile ortaya konulmaya çalışılmıştır. Büyüköztürk [12] durum çalışmalarını bir ya da daha fazla olayın, ortamın, programın, sosyal grubun ya da diğer birbirine bağlı sistemlerin derinlemesine incelendiği yöntem olarak tanımlamaktadır. Yapılan tespitte yabancılara Türkçe öğretimi alanında teknoloji destekli otantik öğrenme ortamlarına dair çalışmaların olmadığı ortaya konulmuş ve bu tespitin ardından yabancılara Türkçe öğretimi alanında teknoloji destekli otantik öğrenme ortamlarının önemi, özellikleri ve nasıl olması gerektiği hususu örneklerle açıklanmıştır.

### **Bulgular**

*Yabancı Dil Olarak Türkçe Öğretiminde Kullanılabilecek Teknoloji Destekli Otantik Öğrenme Ortamlarını Oluşturulmasında Dikkat Edilmesi Gereken İlkeler:*

Yabancılara Türkçe öğretiminde dikkate alınması gereken genel ilkelerin teknoloji destekli otantik ortamlar oluşturmada da dikkate alınması gerekir. Bu ilkeler;

- Kullanılan dilin öğretilmesi,
- Telaffuza önem verme,
- Öğrencilerin bildiği kelimelere dayanarak yeni cümleler kurma,
- Herkese eşit söz hakkı tanınması,
- Öğrencinin kendine yazılı ve sözlü ifade edebilmesi,
- Dil ile kültürün verilmesi,
- Hem bireysel çalışmalara hem de grup çalışmalarına gereken ölçüde yer verilmesi,
- Dersi sıkıcı olmaktan kurtaracak çeşitli uygulamalara yer verilmesi,
- Öğretilmeyenlerin sunulmaması,
- Öğrencinin öğreneceği kadar bilgi verilmesi,
- Öğrencilerin yaptıkları yanlışların anında düzeltilmesi ve yöntemin belirlenmesi şeklindedir [13].

*Yabancı Dil Olarak Türkçe Öğretiminde Kullanılabilecek Teknoloji Destekli Otantik Aktivite Örnekleri:*

Yabancılara Türkçe öğretiminde uygulanabilecek teknoloji destekli otantik öğrenme ortamlarına aşağıdaki aktiviteler örnek olarak ifade edilebilir.

1. Online Fotoğraf Sergisi Düzenleme: Öğrencilerin kendi ülkeleri veya Türkiye’de gezip gördükleri yerlere ait Türkçe yazılı veya sözlü değerlendirmelerini de içeren fotoğrafları sergileyecekleri dijital bir platformun oluşturulması,
2. Türkçe kısa film yapma: Öğrencilerin Türkiye’de, seçtikleri bir konu çerçevesinde yazılı ya da sözlü açıklamalar eşliğinde kamera ile çekim yapması ve kurgulaması,
3. Online müşteri hizmetlerinden Türkçe konuşarak hizmet talep etme: Öğrencilerin günlük yaşamlarında Türkçe seçeneğini seçmesi ile konuşma pratiği yapabileceği bir kanal olarak müşteri hizmetlerinin kullanılması,
4. Youtube gibi sosyal medya platformlarında sevdiği bir videoya Türkçe yorum yapma: Öğrencilerin sosyal medyada Türkçe üretilen içerikleri takip etmesi; duygu ve düşüncelerini Türkçe olarak belirtmesi,
5. Türkçe bir blog sayfası veya web sayfası hazırlama: Öğrencilerin ilgi duydukları belli başlı konularda düzenli olarak blog veya web sayfası içeriği yazması,
6. Türkçe bir e-posta içeriği hazırlama ve gönderme: Öğrencilerin dijital postalarını Türkçe göndermesi,
7. Türkçe online toplantı, panel vb. etkinliğe katılma: Öğrencilerin online etkinliklere dinleyici veya konuşmacı olarak katılması,

8. Türkçe Sosyal medya hesabı açma: Öğrencilerin, paylaşacakları içeriklerde Türkçe açıklamalara yer verecekleri ve Türkçe konuşan içerik üreticilerini takip edecekleri hesaplar açmaları,

9. Türkçe Online sipariş oluşturma: Öğrencilerin ürün seçiminden sipariş verme aşamasına kadar tüm adımları kendilerinin yapacağı alışveriş yapmaları,

10. Sevdiği bir Türkçe şarkıyı seslendirme ve ses kaydı alma: Öğrencilerin Türkçe'nin fonetiğini anlayabilmeleri adına Türkçe şarkılar dinlemeleri ve bu şarkıları kendileri seslendirerek konuşma becerilerini geliştirmeleri,

11. Türkçe dijital mektup arkadaşlığı şeklinde hazırlanacak dijital aktiviteler teknoloji destekli otantik öğrenme ortamlarına örnek olarak verilebilir.

Öğrencinin otantik öğrenme kapsamında gerçekleştireceği tüm bu faaliyetlerin öğretmen ve akran değerlendirmesine tabi tutulması gerektiği unutulmamalıdır.

### **Tartışma ve Sonuç**

Yabancılara Türkçe öğretimi sürecinde otantik öğrenme ortamları oluşturmak öğrencilerin yaparak yaşayarak öğrenmelerine, öğrenmelerini gerçek yaşamları ile ilişkilendirmelerine ve kalıcı öğrenmeler gerçekleştirebilmelerine olanak sağlayacağını söyleyebiliriz. Problem çözme temelli bir anlayış çerçevesinde gerçekleşen otantik öğrenme, öğrencileri hayata hazırlama noktasında önemli görülmektedir. Yabancılara Türkçe öğretiminde otantik öğrenme ortamlarının oluşturulmasında teknolojinin yerinin yeni bir bakış açısıyla incelendiği bu çalışmada, teknolojinin otantik öğrenme ortamı oluşturulmasında kullanımı, yaparak yaşayarak öğrenmeye fırsat vermesi ve öğretim sürecinde teknoloji destekli uygulamalara olanak sağlaması yönleriyle etkili ve faydalı olacağı düşünülmektedir. Oluşturulacak teknolojik ortamlarda öğrencilerin dikkatini çekecek içerikler bulunmasına, Türkçe konuşma, dinleme, yazma ve okuma becerilerini geliştirecek nitelikte olmasına ve günlük yaşamlarında kullanabilecekleri teknoloji destekli uygulamalı etkinlikler oluşturulmasına özen gösterilmelidir. Bu açıdan elektronik fotoğraf sergisi oluşturma, kısa film çekme, sosyal medyada Türkçe içerik üreten içerik üreticilerini takip etme, online alışverişlerini Türkçe gerçekleştirme, müşteri temsilcileri ile Türkçe görüşme yapma, Türkçe müzikler dinleme ve söyleme, elektronik mektup arkadaşı edinme, online platformlarda düzenlenen akademik etkinliklere katılım sağlama, blog veya web sayfası içeriği hazırlama gibi otantik öğrenme ortamlarının oluşturulabileceği ve bunlara farklı teknoloji destekli otantik öğrenme ortamlarının eklenebileceği bu çalışmada dile getirilmiştir. Bu şekilde öğrencilerin öğrenmekte oldukları dil ile günlük yaşamlarında sıkça karşılaşacakları şekilde teknoloji destekli ortamlar yaratmak yeni bir dil öğrenme sürecini çeşitlendireceğini ve daha etkili hale getireceğini söyleyebiliriz.

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# YEDİ İKLİM TÜRKÇE Z-KİTAPTA YER ALAN TEKNOLOJİ DESTEKLİ İÇERİKLERDE KÜLTÜR AKTARIMI

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**Özet.** Kültür; düşünüş, inanç, gelenek, değer ve dil yönünden bireyin davranışlarını ve yaşama biçimini şekillendiren çok boyutlu bir disiplindir. Dil ise hem kültürün gelişimini sağlayan ürünleri oluşturma hem de kültüre ait temel öğeleri yansıtmaya ve aktarmada önemli bir yere sahiptir. Bu açıdan kültürün doğrudan dile yansıdığı kaynaklarda sıklıkla tekrar edilmektedir. Bireyler, ana dilini edinme ve iletişimde kullanma süreçlerinde kültüre ait bilgi ve yaşantıları doğal yollarla kazanmaktadır. Buna karşın bir dilin yabancı dil olarak öğrenilmesinde bireyin hedef dilde nitelikli bir iletişim gerçekleştirebilmesi için kültür unsurlarının da bireye öğretilmesi gerekmektedir. Bu gerçekten hareketle günümüzde kültürel farkındalık ve kültür aktarımına yabancı dil öğretim süreçlerinde yer verilmektedir. Yabancı dil öğretiminde kültür aktarımının sağlanmasında metinler ve sözlü aktarımın sınırlılıklarını ortadan kaldırmak adına pek çok teknolojik imkân bulunmaktadır. Yunus Emre Enstitüsünün 2014 yılında geliştirdiği “Yedi İklim Türkçe Z-Kitap” yabancı dil olarak Türkçe öğretiminde teknolojinin kullanımı noktasında önemli bir örnektir. Bu açıdan söz konusu kitapta Türkçe öğretiminde kültür aktarımını sağlamada yer verilen teknoloji destekli içeriklerin neler olduğu ve özelliklerinin incelenmesi bu araştırmanın amacını oluşturmaktadır. Durum çalışması deseninde yürütülen araştırmada Yedi İklim Türkçe Z-Kitap’ta yer alan kültürel unsurlar, alanyazında var olan temalardan hareketle betimsel analiz yoluyla tespit edilmiş ve bu unsurların aktarımında hangi teknolojik içeriklerden ne şekilde yararlandığı incelenmiştir. Ulaşılan sonuçlardan hareketle yabancı dil olarak Türkçe öğretiminde kültür aktarımında teknolojik materyallerin yeri tartışılmıştır.

**Anahtar Kelimeler.** yabancı dil, Türkçe, kültür aktarımı, teknoloji, z-kitap

## Giriş

Kültür, “toplumun maddî ve manevî alanlarda oluşturduğu ürünlerin tümü; yiyecek, giyecek, barınak, korunak gibi temel ihtiyaçların elde edilmesi için kullanılan her türlü araç-gereç, uygulanan teknik; fikirler, bilgiler, inançlar; geleneksel, dinsel, toplumsal, politik düzen ve kurumlar; düşünce, duyuş, tutum ve davranış biçimleri; yaşama tarzı” [1, 148 s.] şeklinde tanımlanmaktadır. UNESCO ise Kültürel Çeşitlilik Evrensel Beyannamesi’nde kültürü toplumun veya sosyal bir grubun ayırt edici manevî, maddî, entelektüel ve duygusal özelliklerinin bütünü olarak görülmesi gereken, sanat ve edebiyatın yanı sıra yaşam tarzlarını, birlikte yaşama biçimlerini, değer sistemlerini, gelenekleri ve inançları kapsayan bir kavram olarak tanımlanmaktadır [2]. Bir şeyin kültür olarak adlandırılabilmesi için yaşam biçimi ve alışkanlık hâline gelmiş olması, sürekli tekrarlanan duyusal, düşünsel ve davranışsal tepkilere kaynaklık etmesi ve bu tepkilerin aktarılabilir bir niteliğinin olması gerekmektedir [3].

Dil ile kültür arasında sıkı bir bağ bulunmaktadır. Bu bağ sayesinde insanoğlu içinde yaşadığı toplumun kültür öğelerini, dünya görüşünü, yaşam biçimini, inanç ve geleneklerini içeren kavramları kendi ana dilinin kalıp ve değerlerinden hareketle edinmektedir [4]. Bir millete ait tarih, coğrafya, din, folklor, müzik, sanat, edebiyat, bilim, dünya görüşü ve her türlü ortak değer kelimelerde sembolleşerek dil hazinesinde toplanmaktadır. Bu açıdan dil, sosyal yapı ve kültürü yansıtan bir aynadır [5, 19 s.]. Fahri Fındıkoğlu’nun görüşlerine göre dil, milli birliğin ve kültürel zenginliğin aynası olmanın yanında kültürün zaman ve mekân boyutlarında aktarılmasını ve zenginleşmesini sağlayan temel bir mekanizmadır [6, 214 s.].

Bireyler, ana dilini edinim sürecinde dil ile kültür arasında var olan bu ilişkiyi zorlanmadan ve farkında olmadan içselleştirirken bir dili yabancı dil olarak öğrenenler için aynı durum söz konusu değildir. Yabancı dil öğrenen bireyler hedef dilin dile yansıyan veya yansımayan kültürel 116

unsurlarını da öğrenmeye gayret etmek durumundadır [7]. Başka bir ifadeyle bireyin dil edinimi sırasında kültür ile ilgili unsurlar da doğal süreçlerle edinilirken, aynı dili yabancı bir dil olarak öğrenen kişi için dilin ait olduğu kültüre dair bilinçli ve kontrollü bir öğrenme ve öğretme sürecine ihtiyaç duyulmaktadır. Barın [5], yabancılara Türkçe öğretiminin genel ilkeleri arasında verilen bilgi ve örneklerin hayata uygunluğu ilkesinin yanında dil ile birlikte kültürün de öğretilmesi gerektiğini belirtmektedir. Bu açıdan yabancı dil öğretiminde öğretim sürecinin tüm boyut ve unsurlarıyla kültür aktarımı açısından dikkatli bir şekilde planlanması gerekmektedir.

Yabancı dil öğretiminde öğrencinin hedef dile ait kültürle etkileşimde bulunması ve kültürü tanıması, anlamlı iletişim kurmayı kolaylaştırmanın yanında iletişimde yaşanabilecek yanlış anlaşılmalara ve iletişimsizliklerin önlenmesinde de önemli bir yere sahiptir [8]. Yabancı dil öğretiminde kültürel unsurlara yer verilmesi gerektiği görüşüne Diller İçin Avrupa Ortak Başvuru Metni'nde [9] de yer verilmiştir. Buna göre dil öğrenen birey; kendi kültürü ile yabancı kültürü ilişkilendirebilmeli, kültürel duyarlılığa ve başka kültürlerden olanlarla ilişki kurmada farklı stratejileri tanıma ve kullanma yeteneğine sahip olmalı, kendi kültürü ile yabancı kültür arasında köprü kurarak kültürlerarası anlaşmazlıklar ve çatışmalarla baş edebilmeli, kalıplaşmış ilişkileri aşabilmelidir. Ortak Başvuru Metni'nde sosyokültürel bilgi kapsamında yer verilen maddeler; *günlük yaşam, yaşam koşulları, kişiler arası ilişkiler, değerler, inançlar ve tutumlar, beden dili, sosyal gelenekler, geleneksel davranışlar/ritüeller* şeklinde ana başlıklarla ifade edilmiştir.

Yabancı dil öğretiminde başta ders kitapları olmak üzere ders materyalleri önemli bir yer tutmaktadır. Bunlar, dil becerilerinin işlevsel kullanımını ve dilin yapısal özelliklerini sunmanın yanında dile ait kültürel bilgileri kalıcı bir şekilde öğrenme ortamına taşımaya yardımcı olabilmektedir. Bu açıdan ders materyallerinin sınıf içi ve sınıf dışı etkileşimi teşvik ederek kültürel bilgi ve becerilerin gelişmesine hizmet etmelidir [10, 142 s.]. Yabancılara Türkçe öğretimi tarihi incelendiğinde karşımıza çıkan ilk kaynak olan Dîvânu Lügâti't-Türk'te Kâşgarlı Mahmud'un Türkçe öğretim yöntemi ile ilgili olarak şiir, atasözü ve günlük hayattan pek çok örneğin yanında Türk dilini öğretirken Türk kültürünü tanıtmaya da ayrıca önem verdiği bilinmektedir [11, 38 s.]. Günümüzde gelinen nokta düşünüldüğünde yabancı dil olarak Türkçe öğretiminin çağdaş yaklaşım, yöntem ve tekniklerin kullanıldığı, uygun materyallerle zenginleştirilmiş ve kültürel unsurlarla desteklenmiş çok uyaranlı öğretim ortamlarında gerçekleştirilmesi gerekliliği doğmaktadır [12].

Özdemir [13], kültürel öğelerin öğretiminin kuşakların içinde bulunduğu dönemin dinamiklerinden etkilendiğini belirtmekte ve bu dönemleri sözlü kültür, yazılı kültür ve elektronik kültür şeklinde ayırmaktadır. Elektronik kültürde kültür öğretimi, elektronik imkanların sağladığı şekilde bir aktarımla gerçekleşmektedir. Bu kapsamda yabancı dil öğretimi ve beraberinde de kültür aktarımı ile ilgili olarak tüm materyallerin ve öğrenme ortamlarının güncel teknolojik imkânlarla desteklenmesi gereği doğmaktadır.

İnternet tabanlı teknolojilerin günlük yaşamda yaygın olarak kullanılmaya başlandığı ilk dönemlerde statik bir içerik sunumu söz konusu iken bugün kullanıcılar internet üzerinde sosyal etkileşimler yolu ile içerik sunabileceği ve diğer kullanıcılarla paylaşabileceği dinamik bir modele sahiptir. Başlangıçtaki görünüm ve imkânlarıyla web 1.0 teknolojileri olarak adlandırılan internet teknolojileri bugün web 2.0 terimi ile adlandırılmaktadır. Web 2.0 teknolojileri, dil öğretiminde görsel unsurların paylaşımı noktasında katkı sağlamanın yanında öğrencilerin zaman ve mekân sınırlaması olmadan dil temelli sosyal etkileşimlere girebilmesine imkân tanımaktadır. Söz konusu etkileşimler ise yalnız metin tabanlı değil görsel ve işitsel materyallerle desteklenerek hedef dilin kültürüne dair zengin içerikler de sunabilmektedir [14].

Teknolojinin günümüzde eğitim ortamları için zengin içerikler sunması, kullanılacak materyallerin tasarımı niteliğini gündeme getirmektedir. Alanyazında “çoklu ortam” kavramı ile ifade edilen ve “düz metin yanında sesin, durağan ve hareketli resimlerin, animasyonların, grafik, tablo vb. formların birden fazlasının etkili, verimli ve çekici bir bilgi sunumu için dijital ortamlarda birlikte işe koşulması” şeklinde tanımlanmaktadır [15, 3 s.]. Çoklu ortam tasarımının öğretim ortamlarının ve materyallerinin düzenlenmesi ile ilgili orta koyduğu ilkeler arasında yer alan gereksizlik ilkesi, öğretim materyalini tasarlarken materyalin ilgisiz olması veya fazla bilgi içermesinden kaynaklı olarak öğrencide bilişsel yüke neden olabileceği ve etkili öğrenmeyi engelleyebileceğini ifade etmektedir [16]. Buna karşın gereksizlik ilkesinin dil öğretim

süreçlerinde ana dili öğrenenlerin için geçerli olduğu ikinci bir dil öğrenimi durumlarında gereksizlik ilkesinin aynı sonuçları doğurmadığı belirtilmektedir [17]. Ana dili ile gerçekleştirilen öğrenmede bilişsel yük oluşturabilecek, sözlü anlatım sırasında kullanılan kelimelerin gösterilmesi veya konu ile ilgili videolar kullanılması gibi uygulamalar ikinci bir dil öğrenimi sırasında öğrenmeyi destekleyebilmektedir [18]. Buna göre yabancı dil öğretimi süreçlerinde teknolojinin sağladığı zengin içerikler dil öğretimi ile ilgili hedeflerde görsel veya işitsel pek çok kanalın aynı anda devreye sokulmasını sağlayabilmektedir. Türkçenin yabancı dil olarak öğretiminde gerek sözcük öğretimi, gerek dil becerilerinin geliştirilmesi gerekse kültür aktarımının sağlanması noktasında teknolojik içerikler öğrenene zengin bir ortam sunabilmektedir. Bu açıdan yabancılara Türkçe öğretiminde başta ders kitapları olmak üzere kullanılan öğretim materyallerinin teknolojik imkânlarda ne derecede faydalandığı üzerinde durulması gereken konulardan biridir.

Günümüze bu gerekliliğe uygun olarak öğretim süreçlerinde teknolojik içeriklerle destelenmiş z-kitap uygulamalarına yer verildiği görülmektedir. Yabancılara Türkçe öğretimi alanında önemli bir kurum olan Yunus Emre Enstitüsünün hazırlamış olduğu Yedi İklim Türkçe z-Kitap, teknolojik içerikler kullanılarak Türkçe öğretim kitaplarının dijitalleşmesi ve çoklu ortama uygun bir görünüm kazanabilmesi adına önemli bir yere sahiptir. Bu açıdan ders kitaplarında kültür aktarımı ile ilgili süreçlerin de teknoloji ile desteklenmesi söz konusu olmaktadır.

Tüm bu değerlendirmelerden hareketle bu çalışmada Yedi İklim Türkçe z-Kitap'ta yer alan teknoloji destekli içeriklerin kültür aktarımındaki yerini ve kitapta yer alan kültür aktarımı ile ilgili unsurların hangi tür teknolojik içeriklerle desteklendiğini tespit etmek amaçlanmıştır.

## **Yöntem**

### ***Araştırmanın Deseni***

Araştırma nitel araştırma yöntemlerinden durum çalışması desenine uygun olarak yürütülmüştür. Patton [19], durum çalışmasını “derinlemesine çalışma ve karşılaştırma yapmak için verilerin özel durumlara göre düzenlenmesi” şeklinde tanımlamaktadır. Durum çalışmalarında amaç bir durum hakkında kapsamlı, sistematik ve derinlemesine bilgi toplamaktır. Yin [20] ise durum çalışmalarında araştırmacının nasıl ve neden sorularına cevap aradığını belirtmektedir. Bu tanımlara uygun olarak Yedi İklim Türkçe z-Kitap'ta kültür aktarımı ile ilgili unsurların teknolojik içeriklerle nasıl desteklendiği tespit edilmeye çalışılmıştır.

### ***Veri Kaynakları***

Araştırma kapsamında Yedi İklim Türkçe z-Kitap seti içerisinde yer alan B1 seviye ders kitabı incelenmiştir. Okur ve Keskin [21], yapmış oldukları çalışmada Türkçe öğretim kitaplarında kültür aktarımı ile ilgili olarak temel dil düzeyindeki kullanıcılara yönelik olan A1 ve A2 seviyesi kitaplarda kültürel aktarımın doğrudan ifadelerle, orta dil düzeyindeki kullanıcılara yönelik B1 ve B2 seviyesi kitaplarda kültürel aktarımın bazen doğrudan bazen dolaylı olarak yapıldığını, C1 seviyesinde ise kültürel aktarımın boyutunun daha da derinleştiğini belirtmektedir. Buna göre orta düzeydeki kitapların kültür aktarımı ile ilgili durumu dikkate alınarak B1 seviyesi incelenmiş ve veri kaynağı olarak kullanılmıştır.

### ***Verilerin Analizi***

Verilerin analizinde betimsel analiz tekniği kullanılmış, kültür aktarımı ile ilgili temalar önceden belirlenmiş ve ders kitabında bu tema kapsamına giren unsurlar tespit edilmiştir. Temaların belirlenmesinde kültür aktarımı ile ilgili daha önce yapılan çalışmalar incelenmiş ve bu çalışmaların kullandıkları tablolar üzerinde bazı düzenlemeler yapılmıştır. Buna göre Diller İçin Avrupa Ortak Başvuru Metni [9], Okur & Keskin [21] ve Dağdeviren & Oğur'un [22] çalışmalarında kullandıkları tablolar üzerinde düzenlemeye gidilmiştir. Bu düzenlemeye göre *günlük yaşam, kişiler arası ilişkiler, değerler-inanışlar ve tutumlar, edebiyat-sanat ve müzik, toplumsal gelenekler-ritüeller ve folklor, sosyal ve toplumsal yaşam, coğrafya ve mekân, yabancı-evrensel kültür unsurları* olmak üzere sekiz ana başlık belirlenmiş ve bu başlıklar kapsamında toplamda 49 alt başlık oluşturulmuştur. Sonrasında betimsel analize uygun olarak

ders kitabında tespit edilen kültür unsurlarının hangi başlıklar altında olduğu belirlenmiştir.

## **Bulgular**

### ***Tespit Edilen Kültürel Unsurlar***

İncelenen B1 seviye Yedi İklim Türkçe z-Kitap'ta en sık yer verilen kültürel unsur, 1H kodu ile 49 kez yer verilen atasözü, deyim ve kalıplaşmış sözlerdir. 2C-selamlaşma ifade ve davranışları ile 3F-Tarih; ikonlaşmış tarihî kişi ve olaylara ise 12'şer kez yer verilmiştir. Devamında 4B-sinema (10) ve 7-coğrafya ve mekân (10) unsurlarına ait örnekler yer almaktadır. Yabancı ve evrensel kültür unsurlarına ise 18 kez yer verilmiştir.

Kitapta yer verilen kültürel unsurların toplu bir listesi ise aşağıda verilmiştir.

1. *Günlük Yaşam*: yiyecek-içecek (3), yeme içme alışkanlıkları, yemek zamanı, sofrada (1), ulusal bayramlar, resmî tatiller (1), iş hayatı, çalışma saatleri (4), eğitim (6), oyunlar (2), atasözü, deyim ve kalıplaşmış sözler (49).
2. *Kişiler Arası İlişkiler*: karşılıklı konuşmada cinsiyete, sosyal statüye, yakınlık derecesine göre kullanılacak sözler (8), selamlaşma ifade ve davranışları (12), aile yapısı aile bireyleri arasındaki ilişkiler (2), konuk etme, ikram ve hediyeler (1), politik ve dinsel gruplar arası ilişkiler (1).
3. *Değerler İnanışlar Tutumlar*: değerler (5), tarih; ikonlaşmış tarihî kişi ve olaylar (12).
4. *Edebiyat, Sanat ve Müzik*: edebiyat & dil (8), sinema (10), müzik (7), spor (3), geleneksel sanatlar (5),
5. *Toplumsal Gelenekler Ritüeller ve Folklor*: özel günler ve gelenekler (5), sözlü anlatımlar ve sözlü gelenekler (10), toplumsal uygulamalar, ritüeller (7), tabular, inanışlar, bâtil inançlar vb. (2), doğum, ölüm, evlilik ritüelleri (5).
6. *Sosyal & Toplumsal Yaşam*: yasaklar ve kurallar (4), teknolojiler & araçlar (2), resmi görevliler ve meslek grupları (2), sosyal medya & iletişim (2), kurumlar (4)
7. *Coğrafya ve Mekân*: yer (il, ilçe, köy ve/veya diğer yerleşim yerleri) (10).
8. *Yabancı & Evrensel Kültür Unsurları* (18)

### ***Kullanılan Teknolojik İçerikler***

B1 seviye Yedi İklim Türkçe z-Kitap incelendiğinde kültür ile ilgili unsurların öğretimi ve kitabın genelinde üç türde teknolojik içeriğe yer verildiği görülmektedir. Bunlar ses ve görsel unsurlar ile etkileşimli etkinliklerdir. Ders kitabında dinleme ve okuma metinleri; soru ifadeleri, örnek cümleler ve başlıkların tümünün seslendirildiği görülmektedir. Bu açıdan kitapta yazılı olarak verilen içerikler, ses ile desteklenmiştir. Kültür aktarımı ile ilgili başlıklar içerisinde en sık yer verilen unsurun atasözü, deyim ve kalıplaşmış sözler olduğu düşünüldüğünde yabancı dil öğrenen bireylerin söz konusu ifade kalıplarının sesletimlerinin nasıl olması gerektiği teknolojik bir unsurla desteklenerek gösterilmiştir.

Ders kitabında Neşet Ertaş'ın Yalan Dünya türküsü ve Sibel Can'ın Rüyalarda Buluşuruz şarkısının verildiği iki yerde ise ses içeriği, sanatçıların kendi sesinden müzik olarak eklenmiştir. Bunun dışındaki ses destekleri yazılı metinlerin bir kişi tarafından sesletilmesi şeklindedir.

Bunun yanında kitapta sıklıkla yer verilen bir diğer teknolojik unsur da görsellerdir. Görseller daha çok ünitenin ve yer verilen metnin konusuna göre gerçek fotoğraflar, temaya uygun diğer fotoğraflar, çizim ve karikatürler şeklinde yer almaktadır. Çizim ve karikatürlere diğerlerine oranla daha az yer verilmiştir.

Kitapta kültürel unsurların öğretiminin de yer aldığı boşluk doldurma, doğru yanlış, eşleştirme ve açık uçlu soruların kitapta etkileşimli bir şekilde verildiği görülmektedir. Örneğin öğrenci eşleştirme ve boşluk doldurma sorularında cevapları ekranda sürükleyerek doğru yere koyabilmekte veya doğru yanlış sorularında doğru veya yanlış işaretlemesi yapabilmektedir. Ayrıca bazı açık uçlu sorularda öğrencilerin kendi cevaplarını kontrol edebilecekleri cevaplar da sorulara eklenmiştir. Yine bu kısımda öğrencinin verdiği cevabın doğru veya yanlış olduğunu anlayabileceği çeşitli uyarıcı sesler de bulunmaktadır.

## Tartışma ve Sonuç

B1 seviye Yedi İklim Türkçe z-Kitapta kültürel unsurların aktarımında kullanılan teknolojik unsurların genellikle ses, görsel unsurlar ve etkileşimli soru ve alıştırmalar olduğu görülmüştür. Buna karşın video gibi ses ve görüntünün bir arada bulunduğu içeriklere, animasyon, çizgi film, dijital öykü, üç boyutlu incelenebilir ortamlar vd. teknolojik içeriklere kitapta yer verilmemiştir. Günümüzde teknolojinin geldiği noktada Türkçe öğretimi kitaplarının kültür aktarımıyla ilgili çok daha zengin içeriklere sahip olabileceği bir gerçektir. Bilhassa kültürel bir unsur olarak mekânların, müzelerin üç boyutlu incelenebileceği içerikler de ders kitabını zenginleştirebilecek bir diğer teknolojik unsurdur. Türkçenin yabancı dil olarak öğretiminde öğrencilerin kültürlerarası yetkinliklerini geliştirecek yeterli düzeyde materyalin bulunmadığı belirtilmektedir [10]. Yabancılar Türkçe öğretiminde teknoloji kullanımını konu edinen lisansüstü çalışmalara bakıldığında ise çalışmaların blog, z-kitap, uzaktan eğitim web siteleri ve sanal gerçeklik/artırılmış gerçeklik uygulamaları olmak üzere web tabanlı teknolojiler ile dizi-film gibi web tabanlı olmayan teknolojiler üzerinde yoğunlaştığı görülmektedir [23]. Alandaki çalışmalar ve mevcut çalışmanın sonuçlarından hareketle yabancılar Türkçe öğretiminde nitelikli öğretim kaynak ve materyallerinin artırılması ve teknolojik içeriklerin diğer becerilerin yanında kültür aktarımını da etkili olarak sağlayabilecek şekilde düzenlenmesi gerektiği anlaşılmaktadır. Buna göre yabancılar Türkçe öğretiminde kullanılacak ders kitaplarının kültür aktarımının sağlanmasında çağın gerektirdiği teknolojilerle donatılması önerilmektedir.

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# PROFESSIONAL COMPETENCE AND EFFECTIVENESS OF USING ELECTRONIC LEARNING TOOLS IN TEACHING FOREIGN LANGUAGES (In the case of the department of ESP)

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**Abstract.** In the article the following issues are discussed, such as: the decrees on the development of foreign languages adopted by the President of the Republic of Uzbekistan, the decrees of the Cabinet of Ministers and the orders issued by the Ministry of Higher Education and their implementation in higher education institutions, the study of foreign languages as a second language at the Kokand State Pedagogical Institute, the convenience of the “Hemis” electronic program, the operation of the credit education system, the duties and activities of foreign language teachers, the various textbooks and teaching-methodical manuals, publishing articles and theses, using Web of Science, Scopus and Google Scholar; receiving international certificates, the issue of teaching a foreign language, especially English, through electronic educational tools, professional competence and the convenience of "blended learning" teaching technology in teaching foreign languages and evaluating students and the achievements and shortcomings of the educational system.

**Key words.** Presidential Decrees, Hemis, credit education system, ESP teaching, “Blended learning”.

## **Introduction**

Due to the Decree of the first President of the Republic of Uzbekistan I.Karimov on December 10, 2012 "On measures to further improve the system of learning foreign languages" PD-1875, learning foreign languages, especially English, was raised to the level of state policy, because this decree was an impetus for carrying out huge reforms in the framework of public education and higher and secondary special education. A number of decrees and orders issued in order to ensure the implementation of this decree are proof of our opinion.

Decree № 124 of the Cabinet of Ministers of the Republic of Uzbekistan dated May 8, 2013 on "Requirements for the level of training of graduates of all stages of foreign language education" and the generally recognized international standards of the Council of Europe "European competences in foreign language acquisition: learning, teaching and assessment" (CEFR - Common European Framework of Reference) was introduced into the education sector of our Republic.

The order by the Ministry of Higher and Secondary Special Education, № 281 of July 17, 2014, "Program of formation of knowledge, skills and qualifications of professors of higher education institutions whose specialty is not a foreign language (English, German, French and Spanish) in foreign languages (minimum requirements)" based on the approval order of our institute, a training course consisting of 3 modules was organized, as well: 1) First stage 2) Lower basic stage 3) Independent initial stage.

On the basis of these 3 modules, the leading pedagogues-employees of the "Interfaculty Foreign Languages" department are conducting practical training with the teaching staff of our institute in various fields.

Within the framework of the decree of the President of our country Sh.Mirziyoev on April 20, 2017, that is, "On measures for the further development of the higher education system" and "*About measures to improve the system of foreign language teaching*" adopted on May 6, in 2021, a number of works at the Department of Interfaculty Foreign Languages of the Kokand State Pedagogical Institute are being conducted, as well.

## **Methods**

Taking into account a number of decrees adopted by the President of our country, the decrees issued by the Cabinet of Ministers, orders issued by higher education and educational institutions, the methods of teaching foreign languages, especially, English, have fundamentally changed. Higher educational institutions of the Republic, as far as possible, started teaching a

foreign language, taking a model from the educational systems of foreign educational institutions.

Our institute is gradually moving to the credit education system. Students' getting used to this educational system is increasing day by day. Once the exams were previously taken by the teacher who taught the class, now they are taken by the teachers of other groups, thus ensuring transparency in the system. Also, the HEMIS electronic educational program is being effectively used in the universities of our country. It stores attendance, student evaluation, conducting classes on various methods of practical training, schedules, all functions, even personal data of pedagogues-employees (scientific research works, achievements, etc.)

## **Results**

Pedagogical staff of the department started training abroad, in Kazakhstan, in Russia, in India, in Great Britain and in USA. For this purpose, some teachers of the department took the "Aptis" test exam introduced by the British Consulate online. This online test exam covers several language skills (speaking, writing, listening, reading, grammar and vocabulary). The members of the department who successfully passed the exam took part in "Aptis" practical courses during the summer and winter vacations. Therefore, most English language teachers working in higher education have passed IELTS, CEFR, Multi-level exams to get C1 certificates, and some of them have received a certificate by studying in international TEFL courses.

In the course of conducting scientific research, the teaching staff of our department accesses the Web of Science, Scopus and Google Scholar sites through electronic educational tools and familiarizes themselves with the dissertations there. Pedagogical staff of the department has been publishing articles and theses in Russian, English, German and French languages in many foreign conferences (including online conferences) and in scientific journals.

One of the main problems of the department is the creation of English language textbooks (including electronic textbooks) and educational and teaching-methodical guides for each direction.

Dozens of textbooks, educational and teaching-methodical manuals have been created until this time. However, an electronic textbook for learning a foreign language was not created in the e-learning environment. In this regard, the team of the department is currently planning to create an electronic textbook based on foreign experiences.

During the period of action strategy, the team of the department plans to create instructional manuals for some directions of the institute until the end of the Academic year. These guides include industry-specific texts, vocabulary, and exercises and assignments to reinforce the topic. Such books are called "ESP (English for specific purpose) English books". This work was started due to the lack of educational and methodological manuals in these areas.

Pedagogical staff of the department has been teaching English and German as a second language to students of various fields. Classes are conducted mainly in the traditional teaching methods. Some of our teaching staff effectively uses multimedia tools (modern audio recordings, projector, television, etc.).

Today, most of the teachers and students of our institute have smartphones and personal laptops that can be used during the classes (with some exceptions). But due to the fact that the internet system (in the form of Wi-Fi) is not fully functional, and foreign language classes are not held in computer classrooms, the transition to the Blended learning system has not yet been fully achieved.

However, it is possible to conduct classes in offline mode. In some cases, data exchange with students during practical sessions is carried out through "share it" or telegram tools. However, while working with students, the ability to display information through the Internet and evaluate students online is gradually forming among the pedagogues of the department.

We suggest that the following be implemented in the teaching of foreign languages in the framework of electronic education and obtaining various exams:

- creation of accurate, thorough and different forms of tests by experienced professors-teachers on the subjects covered only in one semester, their serious revision before submitting to the CIR (Center for information resources) database;

- quality assurance of the tests submitted to the CIR by ICT managers, first of all, after the formation of various options of answers, they are included in the database;
- in order to use blended learning educational technology in practical and independent training on a large scale, it would be appropriate to organize high-quality Wi-Fi zones in institutions.

## Conclusion

Each country adopts decrees based on its internal capabilities and introduces them to the education system. In our country, in the last 10 years, great things have been done within the framework of efforts to learn foreign languages. Higher education institutions have done significant work, especially in terms of learning a language as a second foreign language. The number of ESP textbooks and manuals has increased, and students and teachers of other fields have begun to receive international certificates.

The teacher of the higher educational institution is developing his/her scientific activity, publishing articles in various famous international magazines and participating in various republican and international conferences. As a result, today many of them have scientific degrees, as well.

Speaking about professional competence of the teachers of foreign languages they should use electronic learning tools in teaching foreign languages during the lessons. The effectiveness of using blended learning can be seen in the following situations. A teacher of foreign languages who has professional competence in the electronic education system, first of all, he/she should be an in-depth knowledge of his/her subject; free use of ICT (information communicative technology); good knowledge of Russian and English; good mastery of Blended Learning educational technology models; have make a clear, detailed curriculum and program according to the models; be regularly active on Telegram or Facebook through his/her e-mail, smart mobile phone or computer; regularly monitors, checks and evaluates students when they give online assignments; if there is an Internet network in the auditorium, it is required to be able to quickly give assignments and tasks and evaluate them online during the lesson itself.

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# DIGITAL EDUCATIONAL RESOURCES IN LANGUAGE TEACHING AND LEARNING: TEACHERS' ATTITUDE

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### Abstract

School doors worldwide have been closed for several months to contain the spread of the COVID-19 pandemic. During this crisis, we have seen incredible large-scale efforts to use technology to support learning. At the same time, this crisis has exposed the challenges for technology in education, including many inequities starting with the lack of access to computers and the internet. This paper highlights educational technology's role in improving English language learners' learning strategies. It also brings out the advantages of the new technology for the teachers of English in order to motivate all the learners towards achieving their goals.

This study is based on the analysis of the questioning results to assess how language teachers use digital technologies, their attitude towards these technologies, their related skills, their satisfaction and required improvement and the institutional support they receive. Participants of the study were school and university teachers. The results indicate that language teachers do not use various instructional models daily. The lack of training is an essential factor that prevents teachers from using specific technology-based methodologies. In contrast, the lack of infrastructure was not a decisive factor. The findings also showed that most participants recognise that digital technologies increase language learning effectiveness. Some resources are popular with both respondents, while others have been adopted by one group and are easily accessed in language learning.

**Keywords:** classrooms; educational technology; ELT; English language learners; English teachers; techniques, methods and approaches.

### Introduction

School doors worldwide have been closed for several months to contain the spread of the COVID-19 pandemic. During this crisis, we have seen incredible large-scale efforts to use technology to support learning. At the same time, this crisis has exposed the challenges for technology in education, including many inequities starting with the lack of access to computers and the internet.

Thus, digital technologies, defined here as “Software, programs, applications, platforms and (online or offline) resources that can be used with computers, mobile devices or other digital devices” that help people complete a task [1], have been thoroughly studied by researchers in its general approach [1-8] and English Language Teaching in particular [4-8]. It has become the primary concern of many studies since the 1960s, when tape recorders, language laboratories, and video have been widely used in language teaching. In the early 1980s, technology in LTL improved by using computer-based materials for language teaching called Computer Assisted Language Learning (CALL). In line with widespread access to Information and Communications Technology (ICT) in the 1990s, LTL technology embraced the internet and web-based tools. Since then, Internet resources have become a great tool in Language teaching and learning [4-6].

As a part of language learning at all levels, technology changes the LTL process and consequently plays an increasingly central role in curriculum implementation [4]. Now multimedia devices, mobile phones, audio/visual multimedia content, EdTech solutions, and social media, which can facilitate faster and more comprehensive language progression, have become a regular part of many schools' teaching and learning contexts [9]. School administrators and teachers accept that digital resources and the internet raise levels of motivation and engagement in learners, supporting learners with different learning styles and helping improve the quality of teaching and learning. Moreover, advocates of cooperative learning, inquiry-based learning, and project-based learning argue that technology-mediated communication is an ideal application of these learning principles [8-10].

The lack of research on Kazakh teachers' attitudes to available Digital Educational resources to be applied effectively in English language learning actualises the need for research. This research is purposed to study to what extent language instructors (LIs) are prepared for the constant introduction of new technologies into their teaching practice, their need for better support of online courses and in what ways they will better support the learning process of their students.

The authors of this article believe that the relevance of this research is determined by the need to assist teachers in mastering the use of the most effective digital resources in the educational process to enhance students' active engagement and maximise positive language learning outcomes. This study addresses the following issues:

1. What digital resources do teachers use in ELT classes at your university?
2. Are teachers satisfied with the effectiveness of using digital resources in their classrooms?

### **Literature Review**

Digital skills are vital 21<sup>st</sup>-century skills highly valued in the education sector. The national demand for higher education is expected to grow exponentially due to the baby boom in Kazakhstan in the first decade of the 21st century [11-12]. This raises the question of how higher education institutions and other organisations can maintain and improve the quality of education in conditions of continued growth and diversity of the student body. Scholars of Language Teaching have recognised that pedagogical approaches must be transformed to support the acquisition of digital skills [4-6, 9-10]. Levy, Scott and Richards emphasise the need for technologies as part of new pedagogy and as an alternative to more conservative teaching methods to transform them into research and problem-based approaches [5,9,10]. New innovative technologies can enhance teachers' ability to use strategic questionnaires, capitalise on students' interest in mobile technologies, and use social media to develop relevant and authentic learning activities for teaching metacognitive skills and building the right learning relationships. Accordingly, technology more actively involves students in learning, focusing on student-centred models, and technology promotes lifelong learning [8,14-15].

Over the past decades, advances in ICT have impacted all aspects of our lives. Since the advent of electronic media in general and the Internet in particular, more and more people are using the Web as a fast and reliable means of information exchange. Along with the ever-growing interest in electronic media, the Internet is progressing in meeting various goals as a means of intra- and interpersonal communication and as a pedagogical tool that facilitates language learning and teaching [1,2,14-17]. The rapid growth of digital media has allowed students to introduce new technologies by studying various language learning methods [2]. Students today are exceptionally open to the use of many communication technologies and are able and very willing to introduce new technologies as part of their learning process [17]. Prensky called the younger generation "digital aborigines" compared to the older generation studying and implementing new technologies, calling them "digital immigrants" [1]. This new generation of students has changed the paradigms of learning. Recent studies have shown that the so-called "network generation" does not seem as technologically advanced as expected. There seems to be a consensus that millennials are comfortable with technology, at least with their social use [14,16]. With this in mind, 21<sup>st</sup>-century educators can play a significant role in helping

students move beyond "technical comfort" and become "tech-savvy" by changing the use of technology from social to more pedagogical [15].

The LIs have noticed these changes, and many have tried to meet the needs of a new generation of students. As a result, terms and practices such as Computer-Assisted Language Learning (CALL), Technology-Enhanced Language Learning and Computer-Mediated Communication have evolved, changing the role of both the teacher and the student in the classroom [4-6].

The technology has been used in language teaching for 30 years since CALL was developed and implemented in education [17-18]. Since then, several studies have been conducted to explore ways to integrate new technologies into educational contexts. However, few studies report on digital literacy and frameworks focusing on language learning. One such study was conducted by Pegrum, Dudeney & Hockly, who studied several new literacy skills and practical ideas on their development in English lessons [19]. The authors also report on the taxonomy of new types of literacy, classifying them into four main categories, paying particular attention to a) language, b) connections, c) information, and d) (repeated) design. Dudeney argues that since language teachers are teachers of global communication, which is increasingly mediated by technology, developing digital competencies is essential for students to function effectively as citizens of the 21st century [19:14]. A few years later, this concept was revised to consider technological and socio-political changes, adopting a more critical view of information and communication technologies [15]. Several studies have documented that pedagogical reasoning determines technology integration problems in educational contexts. In 2006, Levy and Stockwell identified two types of call specialists – "emergent" and "established" [20]. Established specialists are critical of modern technologies and adapt them to their conditions, while established specialists adopt rather than adapt technologies. Back in 2006, Hubbard and Levy emphasised the need for technical and pedagogical training in CALL, ideally integrated [21]. The plethora of new technologies, the ubiquity of the Internet, and teachers' efforts to seamlessly integrate various tools into their educational contexts can be frustrating or confusing. Consequently, teachers should be trained to plan and conceptualise the pedagogical implications of new technologies for their effective implementation in language classes.

TESOL has developed technology standards for students and LIs, including goals and standards [13]. The plan describing LIs' use of technology states: "*Language instructors integrate pedagogical knowledge and skills with technology to improve language teaching and learning*" (p. vii) and describes four standards to achieve this goal:

1. *Language instructors identify and evaluate technological resources and the environment for their compliance with the context of teaching.*

2. *Language instructors consistently integrate technology into their pedagogical approaches.*

3. *Language instructors develop and manage language learning activities and tasks, using technology appropriately to achieve the goals and objectives of the curriculum.*

4. *Language instructors use relevant research results to inform the planning of language learning activities and technology-related tasks"* [13: vii].

Thus, the use of digital tools can be diverse, and the reasons for using specific tools can be complex- and context-specific; therefore, this approach was deemed appropriate.

## **Methods**

In this study, methods such as observation, analysis, interviews and questionnaires were used to identify: 1) the most popular digital educational resources, 2) the main goals of their use by English teachers; 3) teachers' satisfaction with the introduction of digital resources into language teaching; 4) which digital resources are of the most significant interest to students. The survey method is considered the most appropriate because it allows us to get feedback from real users for whom such resources were created.

A survey including questionnaires and interviewing methods was used to assess participants' satisfaction with existing digital resources in LT. To determine the effectiveness of a particular application or website, teachers and students filled out a written questionnaire. The

questionnaire survey was conducted to collect general data from participants (Appendix 1). The questionnaire asked participants to fill the form with two closed-ended questions and one open-ended question with 'Comments and Suggestions.' The first question sought to determine the selection of educational resources based on the individual judgment of the participant and his or her personal experience in the field of LT. The second question examined the factors influencing students' satisfaction with the effectiveness of using digital resources in their classrooms. Recipients were proposed to rate the new learning environment on a five-point Likert scale. One stood for 'very dissatisfied', two – 'somewhat dissatisfied', three – 'neither satisfied nor dissatisfied', four – 'somewhat satisfied', and five – 'very satisfied'. The questionnaire was carried out anonymously.

The second stage included follow-up interviews. The interview was based on the conclusions received from the respondent. Respondents were asked to give concrete examples of how, when and why they use digital resources and to name specific and general factors affecting their satisfaction with using digital tools as a learning resource in their language classes. Interviews were conducted either face-to-face or via videoconference, depending on the preferences of the interviewees. The interviews lasted from 20 to 30 minutes and were recorded on audio.

### **Participants**

Participants of the study were secondary school and university teachers. A list of English, Russian and Kazakh language instructors known to the researchers was generated. They were sent a message through social messages (WhatsApp) calling them to complete the online survey voluntarily and inviting them to share it with other LIs they knew. This message states the purpose of the study, its procedures, and participants' rights through a statement at the beginning of the survey and an interview consent form. As a result, 31 secondary school and 44 university teachers agreed to complete the questionnaire. At the end of the survey, respondents could nominate themselves for a follow-up interview. In total, thirty-eight respondents nominated themselves for follow-up interviews. All thirty-eight respondents were contacted and invited to the interview, with thirty-four accepting the invitation. Nineteen participants had more than 15 years of experience, fifteen had 11–15 years of experience, twenty had 5–10 years of experience, and the remaining twenty-one LIs had less than five years of experience. The dataset broadly represents 59 % English, 17% Kazakh and 24% language instructors.

### **Determining the Role of Technology in the Curriculum**

As the success of a curriculum is increasingly dependent upon the successful use of the affordances that technology makes possible, the role of technology in the curriculum raises several important issues [22]. Principal among these is the following:

*What are the purposes of using technology?*

The role of technology in a school will depend on the nature of the school, its teachers and students, the nature of its programs and the extent to which the resources and learning culture of the school can provide technical support. What are the benefits for teachers or learners and the school? How will it change the nature of teaching and learning? How will it support the goals of the curriculum? How will it lead to improvement in the development of knowledge and skills?

*How will technology affect the ways teachers teach?*

Teachers who use technology find they need to change how they teach. It changes the role of the teacher, who takes on different responsibilities such as adviser, facilitator, and coach. As a facilitator, the teacher sets project goals, provides guidelines and resources, and moves around the class providing suggestions and support for student activity. Technology thus changes the nature of the relationship between teachers and students. It creates the possibility of different teaching strategies and provides new ways of engaging learners and interacting with the teacher and other students. It encourages more autonomy on the part of learners, requiring teachers to give learners more choices about how to search for and use the content.

*What will professional development opportunities be provided to support teachers' use of technology?*



Teachers may need two kinds of support: technical knowledge about using technology resources and advice on integrating technology into their curriculum [18]. Without such support, teachers may be hesitant to use the resources technology can offer. Such support can include workshops, a technology co-coordinator, and support from other, more experienced colleagues. Information about successful technology uses can be shared through newsletters, bulletin boards, and informal meetings. Administrative support within the school can also assist with problem-solving and training.

## Results

As part of this study, a written questionnaire was conducted for LI. The questionnaire aimed to determine the LI's perspective on digital skills in language learning. In particular, the survey was designed to answer the following questions: (1) How often do you use digital educational resources in the LTL classes? (2) Which digital educational resources do you like the most to use in the LTL classes? (3) To what extent are you satisfied with the effectiveness of the use of digital resources in the classroom? (See Appendix 1).

The LIs completed a written questionnaire to assess how language teachers use digital technologies, their attitude towards these technologies, their related skills, their satisfaction and required improvement and the institutional support they receive. The questionnaire involved the selection of educational resources based on the participant's personal experience in the field of language teaching.

The survey began by determining the attitude of teachers to the use of digital technologies in their practice of language teaching compared with their general attitude to digital technologies in language teaching. All respondents indicated they used digital tools. Most respondents (54%) confirmed that they used digital educational resources on a regular basis in their language teaching practice, while 42% sometimes, 4% rarely and 0% never. This shows that language instructors have a positive attitude toward using digital technologies in teaching practice.

The second question invited respondents to select any number of electronic educational resources and rank them from more frequently used to less frequently used. The teachers pointed out the following digital teaching tools and applications:

<https://learnenglish.britishcouncil.org> (77%); <https://puzzle-english.com> (61%);  
<https://quizlet.com> (54%); <https://www.cambridgeenglish.org> (51%); <https://www.kahoot.com>  
(50%); <https://www.toolsforeducators.com> (41%); <https://lifeworksheets.com> (40%);  
<https://puzzle-movies.com> (31%); <https://www.youtube.com> (28%);  
<https://education.minecraft.net/> (11%); <https://storybird.com> (7%);  
<https://www.adobe.com/express/create/video> (7%); <https://geotastic.net/> (4%); others less than 7%.

The analysis of responses to the third question demonstrated that the majority of respondents were satisfied with the effectiveness of the use of digital resources in the classroom. According to their answers, 43% of respondents describe themselves as intermediate users of digital technologies rather than experts (17%) but that was enough to facilitate students' learning activity remotely, while 25% of newcomers and 15% do not use technology.

As for the expectations of foreign language teachers from teaching digital competencies, more than two-thirds of teachers are unsatisfied with their current level of knowledge in teaching digital languages. At the same time, the vast majority of teachers surveyed (89%) believe they can improve their experience by participating in external digital literacy training programs. The results showed that LIs do not use different learning models daily. The lack of professional training is a significant factor that prevents teachers from confidently using specific techniques based on technology. However, the lack of infrastructure was not the deciding factor.

Employers of about half of the LI conduct training on developing digital skills. However, two-thirds of respondents who receive such training in their schools report that training sessions are held irregularly or less than once a year. At the same time, most teachers describe the training conducted in their schools as effective, and the skills they have acquired are applied in practice.

## Discussion & Conclusions

The article aims to study how well foreign language teachers are prepared for the constant introduction of new technologies into their teaching practice, their need for better support of online courses and how they will better support the learning process of their students.

Although several policies are implemented at the national level, only a few are detailed enough to specify the schools' details for implementing digitalisation and the methodological use of digital technologies. Thus, this is left to the schools or even the individual teacher. Most schools have not yet detailed their digitalisation strategies to specify what digital skills their new LIs should have. Staff training opportunities to advance digital skills are rarely held or on an ad-hoc basis. At the same time, most teachers find such valuable training for their professional development and express a positive attitude towards using digital technologies in language teaching. The potential benefits to learners include the following:

- it provides a broader exposure to English- e.g. through the Internet;
- it increases opportunities for authentic interaction with other learners worldwide;
- it enables flexible learning – students choose when and where to learn;
- it supports different ways of learning, such as visual or auditory learning;
- it supports different skills, allowing students to focus on a particular skill, such as reading or listening;
- it is suitable for learners of different proficiency levels;
- it encourages more active learning since students are more in control of the process and the outcomes;
- it encourages learner autonomy giving learners a choice over what they learn and how; - it provides a less stressful environment than classroom learning.
- it provides a social context for learning, allowing learners to interact socially with other learners;
- it increases motivation and allows access to engaging materials such as digital games and YouTube content.

As in other areas of life, technology is changing at a speed that is sometimes difficult to keep track of. At the same time, teachers accumulate new experience and expertise in using technologies in LTL. They get creative ways to use technology to support teaching all aspects of the language and the assessment of LIs' academic performance. The new approach to LTL gives LIs and students new roles. Instead of being determined by the textbook's content and the types of classes and materials, the LI has chosen, technology-mediated learning provides limitless opportunities for new ways of learning - learning that relies on many modalities and takes students from out of the classroom into a world without walls. Changes in how people learn also require changes in how teachers teach, and schools work. However, the effective use of technology requires investments not only in the technology itself and the equipment that schools must provide for its effective functioning but also, equally importantly, investments in the training and support of LIs necessary for the best use of technology.

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### Appendix 1

Research questionnaire

**Q.1.** Choose the best option (1-4) for you.

I \_\_\_\_\_ use digital resources in my teaching.

- 1) always
- 2) sometimes
- 3) rarely
- 4) never

**Q2.** Which digital educational recourses do you like the most to use in the LTL classes? Choose the best options for you. You may choose more than ONE.

1. <https://learnenglish.britishcouncil.org>;
2. <https://puzzle-english.com>;

3. <https://quizlet.com>;
4. <https://www.cambridgeenglish.org>;
5. <https://www.kahoot.com>;
6. <https://www.toolsforeducators.com>;
7. <https://lifeworksheets.com>;
8. <https://puzzle-movies.com>;
9. <https://www.youtube.com>;
10. <https://education.minecraft.net/>;
11. <https://storybird.com>;
12. <https://www.adobe.com/express/create/video>;
13. <https://geotastic.net/>;
14. others

**Q.3** To what extent are you satisfied with the effectiveness of the use of digital recourses in the classroom? Choose the best option (1-5) for you.

I am \_\_\_\_\_ with the effectiveness of using digital recourses in the classroom.

- 1) very dissatisfied
- 2) somewhat dissatisfied
- 3) neither satisfied nor dissatisfied
- 4) somewhat satisfied
- 5) very satisfied

# YABANCI DİL OLARAK TÜRKÇE ÖĞRETİMİNDE EĞİTİCİ YETİŞTİRME

## SORUNU

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*Yabancı Dil Öğretiminde Güncel Meseleler* adlı bu uluslararası bilimsel konferansı düzenleyen Hoca Ahmet Yesevi Uluslararası Kazak-Türk Üniversitesi Rektörümüze, Dekanımıza ve katılan çok değerli öğretim üyeleri ile genç araştırmacılara teşekkür ederim.

Yabancı dil olarak Türkçe öğretimi, Türkçe ve Türk kültürünün yaygınlaştırılması açısından büyük bir öneme sahiptir.

“Bugün hâlâ Türkçenin ikinci/yabancı dil olarak öğretimini gerçekleştirecek insan gücünün yetiştirildiği lisans programı bulunmamaktadır. Çeşitli yüksek lisans programları olmakla birlikte mesleğe giriş için bu programa dâhil olmak bir gereklilik değildir. Bir diğer ifadeyle mesleğe kabul için mezun olunması gereken özel bir program yoktur.” (Demir, 2022: 327-328)

Oysa Cambridge Üniversitesi “ana dili İngilizce olanlar ve diğer dil konuşurlarının yabancı dil olarak İngilizce öğretmenliği / öğreticiliği yapabilmeleri için ehliyet veren bir sertifika programı ile öğretmen eğitimi yapmaktadır. Söz konusu program CELTA “Certificate in Teaching English to Speakers of Other Languages” kısa adıyla bilinmektedir.” (Demir, 2022:330)

Amerika’da öğretmenlik sertifikası almak için önce stajyerlik tamamlanmalıdır.

3 yıllık bir süreçte 3 ayrı portfolyo, 12 öğretmen tarafından değerlendirilmekte, başarılı olanlar 10 yıllık sertifikaya sahip olmaktadır.

\*Fiili olarak 5 yıl öğretmenlik yapmayanın sertifikası iptal edilir.

### ***Eğiticilerin Eğitimi***

Bilişsel ve duyuşsal gelişim arasında bir ilişkinin olduğu malûmunuzdur. Problem çözme ve sentezleme gibi zihinsel gelişim süreçleri dil öğretiminde çok önemlidir. Burada “Eğiticilerin Rolü” öne çıkmaktadır.

*Dil öğreticisi;*

- 1) Öğrencide iletişimsel yeterliği
- 2) Öğrencide öz saygıyı
- 3) Öğrencide özgüveni
- 4) Öğrencide öz kontrolü ve akademik becerileri sağlar.

*Dil öğreticisi;*

- a) Dil hakkında iyi bir bilgiye sahip olmalı.
- b) Özel alan donanımlarına sahip olmalıdır.

*Dil öğreticisi;*

- Sınıf içerisindeki güvenli ve teşvik edici ortamı sağlamalı.
- Öğretim sürecini aktif ve eğlenceli hâle getirmeli.

*Bilhassa çocuklara dil öğretenlerin;*

- a) sabırlı
- b) çocukların bilişsel seviyelerine inebilir olması gerekir.

Öğreticilerin anlaşılır bir girdi sağlamaları için Türkçe yeterliklerinin ileri düzeyde olması şarttır.

*Motivasyon*

Küçük yaştaki çocukların daha büyük yaştaki çocuklara ve ergenlere göre daha yüksek motivasyona sahip olduğu araştırmalarla ortaya konulmuştur. (Dolayısıyla öğreticilerin motivasyon konusunda bilinçli ve hazırlıklı olması gerekir.) Bunun için;

- Sınıfta keyifli ve destekleyici bir ortam yaratılmalı.
- Değerler hakkında konuşulup öğrenmeye ilişkin olumlu tutumlar ortaya çıkarılmalı.
- Uygun materyaller hazırlanıp başarı güdüsü geliştirilmeli.

- Pekiştirici etkinlikler sunularak özgüven ve işbirlikçi öğrenme geliştirilmeli.
- Değerlendirme ve geri bildirimlerle bu motivasyonlar olumlu davranış biçimlerine dönüştürülmeli.

#### *Öğreticiler;*

- Dil Psikolojisi ve
- Dil Sosyolojisi konusunda yetiştirilmeli.

Öğreticilerin alanları şunlardır:

- 1) Okul Öncesi Öğretmenliği
- 2) Sınıf Öğretmenliği
- 3) Türkçe Öğretmenliği
- 4) Türk Dili ve Edebiyatı
- 6) Türk Halk Bilimi
- 7) Çağdaş Türk Lehçeleri
- 8) Dil Bilimi
- 9) Yabancı Dil Bölümleri

#### *Eğiticilerin Eğitimini Kimler Yapmalı?*

- \* Yabancı Dil Olarak Türkçe Öğretimi alanında uzman olanlar (en az 10 yıl çalışanlar)
- \* Hedef kitleleri tanıyıp doğru betimleyenler
- \* Hedef kitleler (Yaş grupları / Yabancılar / İki Dilliler / Türk Soylular / 2.Yabancı Dil Olarak Türkçe Öğretimi / Göçmenlere Dil Öğretimi / Türkiye'deki İki Dilliler) konusunda deneyimi olup uygun müfredat oluşturabilecek yeterliği olanlar
- \* Harmanlanmış dil öğretiminin ayrıntılarına hâkim olanlar
- \* Öğrenmeyi öğrenme stratejilerini bilenler
- \* Akademik dil öğretebilecek kapasiteye sahip olanlar
- \* Kültürel etkileşim ve çok kültürlü ortam konularında deneyimi olanlar
- \* Öğrenciyi süreç içinde değerlendirebilecek tekniklere vâkıf olanlar.

Zira “Eğitimde planlama, genel anlamda, öğretim etkinliklerinin en rasyonel ve düzenli bir şekilde nasıl yürütüleceğinin önceden ortaya konmasıdır. Öğretim terimi olarak plan, belirli eğitim amaçlarına ve program hedeflerine ulaşmak için öğretim etkinliklerinden hangilerinin seçileceğini, bunların öğrencilere niçin ve nasıl yaptırılacağını, ne gibi yardımcı ve tamamlayıcı kaynak ve araçların kullanılacağını, elde edilen başarının nasıl değerlendirileceğini önceden tasarlayıp kâğıt üzerinde saptamaktır.” (Demirel, 2004:126)

Sonuç olarak; eğiticilerin eğitimini yapacak olanlar hem alan tecrübesine sahip hem de eğitim planlaması yapabilen, hedef kitlelere göre müfredat geliştirebilen, dil becerileri ile ilgili ölçek geliştirebilen yeterliklere sahip olmalıdır.

Sözlerime son verirken, dünyadaki gelişmelerin ortaya konulmasına vesile olan, değişik ülkelerde dil öğretim tecrübesine sahip öğretim elemanlarını bir araya getiren bu konferansın Hoca Ahmet Yesevi Uluslararası Kazak-Türk Üniversitesinde geleneksel hâle gelmesini diliyorum, saygılar sunuyorum.

#### **Kaynakça**

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# YABANCILARA TÜRKÇE ÖĞRETİMİNDE KİME, NE KADAR, NASIL DİL BİLGİSİ ÖĞRETİMİ?

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## Özet

Dil öğretimiyle ilgili yaklaşım ve yöntemlerin temel amacı hedef dilin dört temel dil becerisinde başarıyla öğretilmesidir. Okuma, dinleme, yazma ve konuşma dil becerilerini besleyen dil bilgisinin öğretimi tartışmalı bir konudur. İletişimsel yaklaşımla dil öğretimin esas alındığı günümüzde dil bilgisi öğretimine mesafeli yaklaşılmaktadır oysa hedef dilin kurallarının öğretilmesi ya da ana dile çevrilmesiyle dil bilgisi öğretiminin geçmişi uzun yıllara dayanmaktadır. Yurt dışında Türkolojilerde bu yöntemle dil öğretildiği bilinmektedir. Yabancılara Türkçe öğretimi yapan kurum veya okulların dil bilgisi derslerinin içeriği, yöntemi ve ders saatini planlarken öğrencilerin dil öğrenme ihtiyaç ve motivasyonunu; Türkçenin Türkiye’de mi yurt dışında mı öğretildiğini değerlendirilmesi gerekir sonuç olarak dil öğretimine tek bir açıdan bakılmamalı her değişken göz önünde bulundurulmalıdır. Son yıllarda Türkiye’ye lisans, yüksek lisans ve doktora eğitimi almak için Türkiye’ye gelen öğrenci sayısı azımsanmayacak sayıdadır. Bu öğrencilerin Türkçe öğrenmedeki temel amacı Türkçe akademik çalışmalar yapmaktır. Akademik çalışmalar yapmak için de dilin yapısına hâkim olmak gerekir diğer taraftan özellikle yurt dışında Türk dizilerinden etkilenerken Türkçe öğrenmek isteyen ve akademik bir amacı olmayan öğrenciler de mevcuttur. Dil bilgisinin öğretiminin tüm dil becerilerine alt yapı sağlaması ve Türkçenin yapı itibarıyla diğer dil ailelerinden farklı olması da Türkçe dil bilgisi öğretiminin zaman, yer ve öğrenciye göre değişiklik gösterebileceği değerlendirilmektedir. Bu çalışmada Türkçeyi, Türkiye’de öğrenen öğrenciler ile yurt dışında öğrenen öğrenciler; akademik çalışmalar için Türkçe öğrenen öğrencilerin ihtiyaçlarına göre Türkçe dil bilgisi öğretiminde dikkat edilmesi gereken hususlar belirtilmiştir.

**Anahtar Kelimeler:** Dil Bilgisi Öğretimi, Öğrencinin İhtiyacı, Dil Öğrenilen Ülke

## Giriş

Yabancı dil öğretiminde dil bilgisinin metinler üzerinden sezdirilmesinin mi; dil kurallarının doğrudan anlatılmasının mı daha faydalı olacağı tartışmalı bir konudur. “Dil bilgisi öğretimi konusunda, yapıları belirttik (açık) ya da örtük olarak aktarmak, olabildiğince anadildeki öğrenim sırasını takip etmek belli bir öğrenim sırası izlemeden bu sırayı öğrencilerin kendi başlarına keşfetmelerini sağlamak ve hatta dil bilgisini yok saymak gibi çok farklı bakış açıları ortaya konmuştur” (Güven ve Özmen Berber, 2016, s.234-235). “Okuma-dil, dinleme-dil, anlama-dil, anlatma-dil ilişkileri sezdirilip kavratılmadan sağlıklı bir ana dili eğitimi ve öğretiminin gerçekleşmesi pek mümkün olmayacaktır” (Sağır, 2002, s.7). Güneş (2013)’e göre ise dil bilgisi, belli bir metnin okunmasında ve üretilmesinde en önemli unsurdur. Bu nedenle öğrencilere, dil bilgisi kurallarının öğretilmesi, öğrencilerin yazma ve okuma yetilerinin geliştirilmesine, dilin daha iyi kullanılmasına ve dil ile ilgili oluşabilecek problemlerin çözülmesine imkân sağlayacaktır.

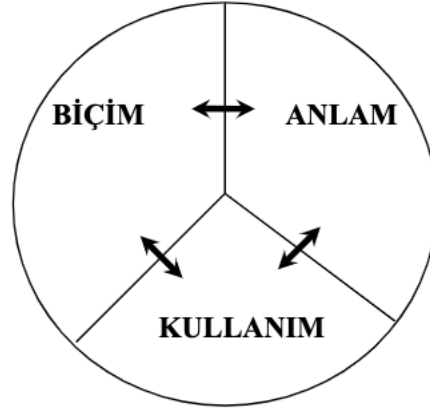
“Yabancı dil eğitimi sürecinde dil bilgisi öğretiminin yapılıp yapılmaması gerektiği; yapılacak ise bunun nasıl olacağına dair tartışmalar yıllardır süregelmektedir ve dil bilgisinin yeri ve önemi ile ilgili farklı görüş ve uygulamalar bulunmaktadır. Bu durum yabancılara Türkçe öğretimi söz konusu olduğunda da geçerlidir”. Yabancı dil öğreniminde dil bilgisi, dil öğrencilerinin, yazma, konuşma ve okuma becerilerinin gelişmesine yardımcı olmaktadır. Ancak dil bilgisi kuralları ezber olarak değil uygulama şeklinde öğretilmelidir (Kavcar vd. 2016, s.124). Her dil bilgisi yapısı metinler hâlinde anlama bağılı olarak verilmelidir.

Yabancılara Türkçe öğretiminde “Aynı zamanda örneği oluşturan bağlam göz ardı edilerek kurallar ve kurallara uygun birbirinden bağımsız örnekler sıralamak, öğretilenin dilin kullanımı değil; dil hakkında parça parça bilgiler vermek olduğunu düşünmek yerine, hedef dilin kullanımını incelemek, yapılacak etkinliklerin içeriğini buna göre tasarlamak yerinde olacaktır” 135

(Durmuş, 2013, s.232). Etkinliklerin dört temel dil becerisini kapsayacak şekilde planlanması gerekir.

Dil bilgisi derslerinin içeriğinin belirlenmesi, konuların sıralanması, ders içi ve dışı materyallerin, etkinliklerin tasarlanmasının yanı sıra “Türkçenin yabancı dil olarak öğretiminde dinleme, okuma, konuşma ve yazma metinlerinde dil bilgisi yapılarının düzeye uygun ve günlük konuşma diline yakın metinlerin seçilmesine özen gösterilmelidir. Bu yapılırken aynı zamanda dil bilgisi yapılarının aşamalı ve metin içerisinde yinelenerek tekrar edilmesi sağlanmalıdır” (Kıymaz ve Doyumğaç, 2019, s. 62). Başka bir ifadeyle dil bilgisi öğretiminin, basitten zora, somuttan soyuta, çok kullanılan yapılardan az kullanılan yapılara göre işlenmesi dikkate alınmalıdır (Karatay ve Kaya, 2018). Dil bilgisi öğretiminde dikkat edilmesi gereken bir başka husus da dil bilgisinin işlevsel olması ve diğer dil becerilerini beslemesidir.

Dil öğretiminde sadece dil bilgisine odaklanmak dilin işleyişindeki okuma, yazma, konuşma ve dinleme becerilerini ihmal etmek demektir. Dil bilgisel yapılar biçim ve kurallardan oluşsa da bu yapılar, iletişimde bir ‘anlam’ ifade etmek için uygun bağlamlarda kullanılmaktadır. Yabancı dilde dilbilgisi öğretiminin amacını, dilbilgisi kurallarının gerçek yaşama aktarılması yani, bu kuralların o dilde bir anlam aktarmak için iletişim kurarken kullanılması olarak düşünüldüğünde ‘dil bilgisi’ ve ‘iletişim’ arasında bir köprü kurmak gerekir. Bu köprüyü Larsen-Freeman (2001:252) tarafından önerilen üç boyutlu dilbilgisi şemasında somutlaştırmak mümkündür:



Şekil 1: Üç boyutlu dilbilgisi şeması (Larsen-Freeman 2001, s.252)

Herhangi bir dil bilgisel yapının üç boyutu olduğunu vurgulayan yukarıdaki şemada, biçim bölümü bir dil bilgisel yapının nasıl biçimlendiğini, nasıl sesletildiğini, nasıl yazıldığını, dildeki diğer yapılarla nasıl etkileşimde olduğunu, anlam bölümü dil bilgisel yapının ne anlama geldiğini, kullanım bölümü ise dil bilgisel yapının hangi bağlamda kim tarafından nerede kullanıldığını ve bu bağlamlara yönelik ön varsayımları göstermektedir. Şemadaki bölümler arasındaki oklar ise bölümlerin birbirleriyle sıkı bir ilişki ve etkileşim içinde olduklarını, bir bölümdeki değişimin diğer bölümleri de etkileyeceğini göstermektedir. Şemanın pasta diyagram şeklinde oluşturulması ise bölümler arasında hiyerarşik bir ilişki olmadığını her üç bölümün de dil bilgisi-iletişim köprüsü için aynı derecede önem taşıdığını göstermektedir (Larsen-Freeman 2001).

Yabancılara Türkçe öğretmek amacıyla üretilen ders kitaplarında da iletişime dayalı dil bilgisi öğretiminin esas alındığı görülmektedir. Demirel (2002) yabancılar Türkçe öğretiminde dil bilgisinin rolünü şöyle sıralamaktadır:

- Türkçenin doğru kullanılabilmesini sağlamak,
- Öğrenilen dile ilişkin özgüveni artırmak,
- Dil öğretimine yardımcı olmak,
- Dil öğretimindeki başarıyı artırmak,
- Yabancı dil öğrenimini kolaylaştırmak,
- Dildeki tüm bilgileri bir araya getirerek dilin nasıl kullanılacağını göstermek,
- Öğrencilerin bilinçaltı yapılarını bilinç seviyesine çıkarmayı ve bunları kullanım alanına getirmeyi,



- Dilin işleyiş düzenini öğrencilere kavratmayı,
- Öğrencilerin bir iletişim aracı olarak dili doğru ve etkili bir biçimde kullanmalarını sağlamayı amaçlar (s. 114).

### **Kime, Ne Kadar Dil Bilgisi Öğretimi**

İnsanlar çeşitli sebeplerle ana dilinin yanında ikinci veya daha fazla dil öğrenmek isterler. Türkiye'nin son 30 yılda ticari, sosyal, siyasi ve ekonomik gelişmeler kaydeden bir ülke olması, Türkiye'nin Avrupa'ya geçiş noktası olması, dış politikada kültürel diplomasinin ön plana çıkarılması, Suriye'deki iç savaş, siyasi sebepler, başarılı ve çok seyredilen Türk dizi ve filmleriyle Türkiye'nin tanınması, göçler, ERASMUS öğrenci değişim programları ve Yurtdışı Türkler ve Akraba Topluluklar Başkanlığına (YTB) yabancı öğrencilere sunulan burs imkanı gibi çeşitli sebeplerden dolayı yabancılar Türkçe öğrenmek istemektedir. İnsanların ana dili dışında Türkçeyi öğrenme sebepleri şöyle sıralanabilir:

- Türkiye'nin tarihî geçmişini öğrenebilmek,
- İyi bir iş bulabilmek,
- Farklı kültürleri öğrenebilmek,
- Çok kültürlü olabilmek,
- Farklı ülkelerde yaşayabilmek,
- Daha iyi bir eğitim alabilmek,
- Farklı milletten birisiyle evlilik yapabilmek,
- Çeşitli sağlık problemlerini çözebilmek,
- Mülteci olarak başka bir ülkede yaşayabilmek,
- Türkiye'nin coğrafi zenginliği ve tabiatını görebilmek,
- Spor ve sanatla ilgili faaliyetler gerçekleştirebilmek için,
- Aynı toplumda yaşayan fakat farklı dilleri konuşan bireylerin birbirleriyle anlaşabilmeleri için (Yalçın, 2002, s. 9).

Türkçeyi yerinde öğrenmek isteyen öğrenciler Türkiye'ye gelip Türkiye'de eğitimlerine devam etmektedirler. Afrika, Asya, Amerika, Balkanlar, Orta Doğu, Türk Cumhuriyetleri vb. dünyanın dört bir tarafından ülkeye dil öğrenmek için öğrenciler gelmektedirler. Bu öğrencilerin Türkçe öğretimi planlanırken Türk Cumhuriyetlerinden gelen öğrencilerin dil bilme durumları ayrı değerlendirmelidir.

Türk soylu öğrencilere uygulanacak plan, öğretme yöntemi ve öğretilecek süre hiç Türkçe bilmeyen öğrencilerle aynı olmamalıdır. Türk soylu öğrenciler Türkçe öğrenirken ortak kültür ürünü olan şairlere, yazarlara, onların eserlerine, halk hikâyelerine, masallara, destanlar vb. edebî ürünlere yer verilmelidir. Çünkü Türk lehçelerinden birini konuşan öğrencinin diliyle Türkçe arasında her ne kadar bazı farklılıklar olsa da kelimeler, edebiyat ürünleri, bazı isimler, sıfatlar, fiiller, edatlar, bağlaçlar, ünlemler ve kalıplaşmış ifadelerde benzerlikler ve hatta aynılıklar olmaktadır (Alyılmaz, 2010, s. 35; Gümüş, 2006, s. 15;).

Türkçeyi kimin ne amaçla öğrendiği öğretim yaklaşımını ve stratejilerini değiştirebilir. Türkçeyi lisans, yüksek lisans veya doktora yapmak için öğrenmek isteyen öğrenci ile Türkiye'de yaşayacak yabancı bir gelinin dil öğrenme ihtiyaç ve motivasyonu aynı değildir. Türkçenin yurt dışında da öğretimi önemlidir. Yurt dışında Türkolojilerde veya dil enstitülerinde dil bilgisi ana dilden çeviriyle öğretilmekte ancak iletişim yeterince sağlanamamaktadır. İhtiyaç analizine göre dili günlük iletişim için öğrenenler ile akademik çalışmalar yapmak için öğrenenlere dil bilgisi öğretiminin ağırlığı aynı olmamalıdır. Akademik cümleler kurabilecek veya akademik bir cümleyi anlayabilecek kadar “pasif yapılar, fiilimsiler, tamlamalar, bağlayıcı zarflar ve edatlar” mutlaka öğretilmelidir.

Akademik amaçla Türkçe öğrenenlerin dil bilgisi derslerinde metinlerdeki her dil bilgisi yapısı ve ek sistemi ayrıntıyla işlenmeli ve akademik anlama ve yazma derslerinde dil bilgisi öncelenmelidir. Akademik anlama dersleri kelime üzerinde durmaktadır ancak şunu unutmamak gerekir kelimeler için sözlükler mevcuttur ancak dil yapılarını oluşturmak için dil bilgisi bilmek gerekir.

## Türkçe Dil Bilgisi Öğretimiyle İlgili Hususlar

Türkçe gibi sondan eklemeli diller için eklerin ve eklerin kelime, cümleye kattığı anlamın öğrenciye anlatılmalı; cümle içinde bağlam üzerinden ekin anlam görevi kavratılmalıdır.

1. Sınıf tahtası etkin bir biçimde kullanılmalıdır.
2. Tahtaya yazılacak kuralların madde sıralamasına, kurallarla ilgili örneklerin uygun yerlere yazılmasına dikkat edilmelidir.
3. Kurallar ve ekler öğretilirken renkli tahta kalemleri kullanılmalıdır. Farklı ekler farklı kalemlerle yazılarak hem anlam farkları hem de eklerin birbirleriyle ilişkileri vurgulanmalıdır.
4. Ders kitabındaki konu sırası takip edilmelidir.
5. Konu sırasının basitten zora; özelden genele, karışıklıktan uzak olması gerekir.
6. Kurallar öğretilirken en önemli ders materyali, ders kitabından sonra örnek cümlelerdir. Örnek cümle yazılırken:
7. Örnekler yazılırken, öğrencilerin Türkçe seviyeleri göz önünde bulundurulmalıdır; mesela A1 veya A2 seviyesindeki öğrencinin hiç bilmediği ancak B1 veya B2 seviyesinde bilebileceği kelimeler kullanılmamalıdır. Böyle bir durum olduğunda ders dil bilgisinden çıkıp “anlama” dersine kaymaktadır.
8. Örneklerin tartışmadan uzak, açık net ve anlaşılır olması gerekir.
9. Örneklerin; öğrencilerin yaşam kültürlerine, inanç sistemlerine, cinsiyetlerine ya da ırklarına herhangi bir olumsuzluk çağrıştırmayacak şekilde oluşturulması gerekir.
10. Örnekler, öğrencilerin gerçek yaşamlarından seçilmelidir. Yapılan araştırmalar, örneklerin; öğrencilerin kendi gerçek yaşamlarından, fiziksel ve psikolojik özelliklerinden, oluşturulmasının öğretimin kalıcı olduğunu göstermektedir.
11. Dil bilgisi kuralları anlatıldıktan sonra her öğrencinin tek tek derse katılımının sağlanması için de öğrencilerden örnek cümle yazması istenmelidir. Öğrencilerin örnekleri özenle incelenmeli; varsa anlam ve yazma hataları düzeltilmelidir.
12. Öğrencilere ders kitabındaki uygulamalar veya örnek materyaller ödev olarak verilmelidir. Ödev kontrolleri mutlaka yapılmalıdır.
13. Dil bilgisi öğretmeni diğer ders öğretmenleri ile mutlaka koordineli çalışmalıdır. Dil bilgisi dersi daha yoğun geçtiği için eksik kalmış olabilecek konular konusunda diğer öğretmenlerin görüşleri dikkate alınmalıdır. Etkinliklere büyük önem verilmelidir.

Sonuç olarak yabancılara Türkçe öğretimi yapacak öğretim elemanlarının yetiştirilmesinde araştırmacının meslekî deneyimlerini aktardığı yukarıda sayılan Türkçe dil bilgisi öğretimine ilişkin hususlar öğrencilere ya da kursiyerlere mutlaka öğretilmelidir. Yabancılara Türkçe öğretiminde özellikle dil bilgisi yapılarına hâkim öğretmenler yetiştirmek gerekir. Ayrıca derse giren her dil bilgisi öğretmeni öğrenci ihtiyacı analizini göz önünde tutmalıdır.

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# YABANCI/İKİNCİ DİL ÖĞRETİMİNDE ÖĞRENCİLERİN İLETİŞİMSEL YETİSİNİ GELİŞTİRMEYE YÖNELİK STRATEJİLER

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## Özet

İletişimsel yeti, dil öğrenenin gerçek yaşam iletişim durumlarında dilbilgisel ve sözcüksel olarak anlaşılabilir bir şekilde iletişim kurabilme yeteneğini ifade eder. Özellikle globalleşme ve teknolojinin çağ atladığı son dönemlerde iletişimsel yeti yabancı/ikinci dil öğretiminde oldukça önemlidir. Öğrencilerin yabancı/ikinci dili sosyal ortamlarda kullanabilmesi için o dilde kendini ifade edebilme, karşısındakini dinleyebilme, konuşma esnasında sözcük dağarcığını kullanabilme, beden dilini kullanara o dilde empati kurabilme ve problem çözme gibi becerilerinin gelişmesi gerekmektedir. Bu çalışmada yabancı/ikinci dil öğretiminde iletişimsel yeti üzerine yapılan en önemli çalışmalar incelenmiş, ardından da yabancı/ikinci dil öğretiminde öğrencilerin iletişimsel yetilerini geliştirmeye yönelik bazı stratejiler sunulmuştur.

**Anahtar kelimeler:** yabancı/ikinci dil öğrenimi, iletişimsel yeti, teknoloji kullanımı, stratejiler

## Giriş

Günümüzde, giderek daha fazla insan yabancı/ikinci dil öğrenmeye zaman ayırıyor. Birçok ülke yabancı dilleri okul müfredatına dahil ediyor ve çocuklar giderek daha genç yaşta yabancı öğrenmeye başlıyor. Bir dili öğrendiğimizde, eksiksiz bir iletişim için ihtiyaç duyduğumuz dört beceri vardır. Bu dört beceri, alıcı veya pasif beceriler ve üretici veya aktif beceriler olmak üzere iki kategoriye ayrılır. Dinleme ve okuma, öğrencilerin sadece bu becerileri alıp anladıkları alıcı becerilerdir ve öğrencilerin bunları yapmak için dil üretmelerine gerek yoktur. Öte yandan, konuşma ve yazma becerileri, öğrencilerin bu becerileri kullanarak dil üretmeleri gereken üretken becerilerdir. Bu dört temel dil becerisine ulaşmak için insan kendini yabancı/ikinci dil ile çevrelemesi gerekir: evde, işte, boş zamanlarınızda İngilizceyi hayatınızın bir parçası haline getirmelidir. Yabancı dilde iyi dinleme ve konuşma becerileri edinmek, birçok ikinci ve yabancı dil öğrencisinin temel kaygısıdır ve bugünün yabancı dil öğreticinin işitsel/sözel becerilerin öğretimine yönelik güncel yaklaşımlar konusunda bilgili olması gerekir. İletişimsel yetilerin geliştirilmesine dair stratejilere geçmeden önce bu konuya ilişkin ne tür çalışmalar yapılmış onlara değinelim. Bhusal, İngilizce öğrenenlerin iletişimsel yetkinliklerini geliştirmek için kullandıkları dil öğrenme stratejilerini araştıran nitel bir çalışmayı ele almıştır. Çalışma, öğrencilerin iletişimsel yetkinliklerini geliştirmek için sıklıkla sosyal, duyuşsal ve üstbilişsel stratejileri kullandıklarını, ancak belirli stratejileri bilinçli olarak kullanmanın etkisinin her zaman farkında olmadıklarını ortaya koymuştur. Bhusal, öğretmenlerin öğrencilerinin dil öğrenme farkındalığı stratejileri geliştirmelerine yardımcı olmaları ve İngilizce iletişimsel yetkinliklerini artırmak için daha geniş bir yelpazede uygun stratejiler kullanmalarını sağlamaları gerektiğini öne sürmektedir. Bhusal'a göre, öğrencilerin İngilizce iletişimsel yetkinliklerini geliştirmeye yönelik dil öğrenme stratejilerine bakış açılarını ve uygulamalarını ortaya koymakla sınırlıdır. Ayrıca, öğrenciler hikaye anlatımı, sözlü konuşma ve diyalog, dil edinim oyunları ve videoları kullanarak İngilizce şarkılar dinleme, drama yapma, kompozisyon yazma, rol yapma, açıklama için soru sorma, tekrarlama, tutarlı okuma vb. stratejileri uygulayabilirler. Farklı stilistik ve stratejik tercihlere sahip öğrencilerle dolu bir sınıfın tamamına uyabilecek tek bir L2 metodolojisi uygulamak zordur[1].

Thamarana ise dil öğretiminde iletişimsel yaklaşımın uygulamada hem avantajları hem de dezavantajlarını ortaya koymaya çalışmıştır. İletişimsel yaklaşımın avantajları olarak hedef dilde akıcılığı vurguladığı için öğrencileri İngilizceyi kendi başlarına kullanma becerilerini geliştirmeye motive ettiğini, iletişimsel yeterliliğe odaklandığını ve bunu amaçladığını, 140

öğrencilerin gerçek hayattaki iletişim ihtiyaçlarını karşılamak için dili iletişimsel bir durumda kullanmalarını sağladığını açıklamıştır. Thamarana'ya göre öğrenme sürecinin büyük bir kısmı öğretmenin üzerinde değildir, bu da yabancı dil sınıflarının öğretmen merkezlikten öğrenci merkezliliğe geçtiğini göstermektedir. İletişimsel yaklaşımın dezavantajları olarak dil bilgisi ve yapı kurallarından ziyade anlamlara ve kullanım kurallarına öncelik verir, bu da okuma ve yazma becerilerine daha az vurgu yapılmasına neden olabilir, ayrıca iletişimsel yaklaşım akıcılığa odaklanır ancak dil bilgisi ve telaffuzda doğruluğa odaklanmaz, bu da "akıcı ama yanlış" öğrenenlerin üretilmesine yol açabilir. Bunun dışında otantik materyaller, ekipman eksikliği ve büyük sınıf mevcutları nedeniyle iletişimsel yaklaşımın yabancı dil sınıfında uygulanması bazen zordur[2].

Castillo Losada, öğrencilerin hedef dilde iletişimsel yetilerinden organizasyonel ve pragmatik yetlerini geliştirmeyi amaçlamıştır. Castillo Losada çalışmasında, otantik materyallerin ve görevlerin kullanımının, yazılı ürünlerinde ve sözlü konuşmalarında görülen dilbilgisel, metinsel ve sözel yeterliklerin gelişimine olumlu katkıda bulunduğunu ortaya koymuştur. Bununla birlikte Castillo Losada çalışmasında, otantik materyallerin ve görevlerin kullanımının, öğrencilerin yazılı ürünlerinde ve sözlü konuşmalarında görülen dilbilgisel, metinsel ve sözbilimsel yeterliklerinin gelişimine olumlu katkıda bulunduğunu ortaya koymuştur. Castillo Losada bunlara rağmen, bazı öğrenciler otantik materyalleri anlamakta zorlandıklarını; bu da otantik materyallerin dilsel zenginliğinin öğrenciler için daha yüksek derecede dil karmaşıklığına yol açtığını açıklamıştır. Yazar, öğrencilerin dilsel ve duyuşsal alanları üzerinde olumlu bir etkiye sahip oldukları için dil sınıflarında otantik materyallerin kullanımının güçlü bir şekilde teşvik edilmesini önermektedir. Ayrıca, öğrencilerin iletişimsel yeterlilikleri üzerindeki etkilerini en üst düzeye çıkarmak için otantik materyallerin ve görevlerin kullanımının daha geniş bir pedagojik eylemle bütünleştirilmesi gerektiğinin altını çizmektedir[3].

Samımy ve Kobayashi, İngilizcenin uluslararası bir dil olarak mevcut durumunu göz önünde bulundurarak, kültürlerarası iletişimsel yetkinlik kavramına dayalı alternatif bir model önermiş ve kültürlerarası iletişimsel yetkinlik modelinin Japon İngilizce eğitimine nasıl uygulanabileceğini tartışmıştır. Onlar, İletişimsel Dil Öğretiminin temel varsayımlarının Japon İngilizce eğitiminin bağlamsal durumlarıyla uyumlu olmadığını vurgulamışlar. Çalışmada iletişimsel yetinin anadil konuşucusu yeterlilik modeline dayanan temel varsayımları arasında, ikinci dil ediniminin hedefinin hedef dilde anadil benzeri yeterlilik kazanmak olması, öğrenene kapsamlı ve yoğun girdi sağlanması, öğrenenin hedef dilde hedef dilin tek dilli konuşucusu ile aynı işlevleri yerine getirebilmesi ve hedef dili öğrenmek için ideal motivasyonun bütünleştirici olması ve hedef dilin anadil konuşucularına hayranlık duymayı ve onların kültürünün bir üyesi olma arzusunun içermesi yer almaktadır. Samımy ve Kobayashi bu varsayımlar, farklı uluslardan insanların birbirleriyle iletişim kurmak için kullandığı uluslararası bir dil olarak İngilizce ile tutarlı olmadığını açıklamışlar[4].

Khan, İngilizcesi öğretimde öğrencilerin iletişimsel yetilerinin geliştirmede görsel-işitsel teknolojiler sınıflara dahil edilmesinden ve bu görüş doğrultusunda, filmlere maruz kalmanın öğrencilerin konuşma becerilerini geliştirmedeki etkinliğini vurgulamıştır. Khan, görsel-işitsel teknolojilerinden filmlerin genellikle İngilizce öğrenenler ve bir konuşma İngilizcesi öğretimi için bir kaynak olduğunu vurgulayarak onların faydalarından söz etmiştir [5].

Robotjızı, kültürlerarası iletişimsel yetilerin, takip edilen hedefler ve farkındalığın altını çizmek ve yabancı/ikinci dil öğretimi ve öğreniminde kültürlerarası yetersizlikle ilgili endişelerin azaltılması ya da ortadan kaldırılması için kültürlerarası müfredat ve ders programlarının geliştirilmesine yönelik bir yaklaşım önermemeyi amaçlamıştır. Robotjızı, yabancı dil ya da ikinci dil eğitiminin kültürel ve kültürlerarası olarak geliştiğini yinelemek ve yabancı dil/ikinci dil öğrenenlerin küreselleşen bu toplumda başarılı bir iletişim kurabilmeleri için kültürlerarası olarak donanımlı olmaları gerektiğini vurgulamıştır. Ayrıca ders kitaplarının bu talepte büyük bir rol oynadığını, tüm kültürlerarası faktörleri ve hedefleri içeren materyallerin özgünlüğünü şimdiye kadar bir dereceye kadar ihmal edilmiş bir gereklilik olduğunu vurgulamıştır. Metinlerin özgünlüğüne dokunulmaması ve çok gerekli görüldüğü takdirde özgün mesajını kaybetmeden değiştirilebilmesi gerektiğini açıklamıştır[6].

İngilizce iletişimsel yetisini geliştirirken hangi iş yetilerini geliştirebileceğini incelemiştir. Onlar, bir yetkinlik oluşturma modeli kullanmanın öğrencilerin daha iyi iletişimsel yetkinlik seviyelerine ulaşmalarını sağladığını göstermeyi amaçlamıştır. Molina Martínez ve Calderón Gutiérrez, yabancı dil olarak İngilizce müfredatının unsurlarının bir anadil müfredatı içinde yararlı bir şekilde öğretilebileceğini öne sürmüştür[7].

Bu yapılmış araştırmalardan esinlenerek sonraki bölümde yabancı.ikinci dil öğretiminde iletişimsel yetilerin geliştirilmesi için önemli stratejiler ele alınmıştır.

### **Yabancı/ikinci dil öğretiminde iletişimsel yetileri geliştirme stratejileri**

Yabancı/ikinci dil öğretiminde öğrencilerin iletişimsel yeteneklerini geliştirmek için kullanabilecek bazı stratejiler şunlardır:

*Konuşmaya Dayalı Yaklaşım:* Öğrencilerin dil becerilerini geliştirmek için konuşma odaklı etkinlikler ve görevler kullanımı. Grup çalışmaları, tartışmalar, rol oyunları, sunumlar ve diğer etkileşimli aktiviteler öğrencilerin iletişim becerilerini geliştirmelerine yardımcı olur. Konuşmaya dayalı yaklaşımın iletişim odaklı dersler, aktif katılım, dil kullanımı ve tolerans gibi temel prensipleri vardır. Konuşmaya dayalı yaklaşım, öğrencilerin gerçek yaşamda karşılaşacakları iletişim durumlarını taklit eden derslerin yapılmasını teşvik eder. Öğrenciler, konuşma, dinleme, okuma ve yazma becerilerini günlük yaşamda kullanılan dil yapıları ve ifadeler üzerinden pratik yaparlar. Öğrencilerin aktif bir şekilde derslere katılmaları teşvik edilir. Öğretmen, öğrencilerin düşüncelerini, fikirlerini ve deneyimlerini paylaşmalarını sağlar. Grup çalışmaları, tartışmalar, rol oyunları gibi etkinliklerle öğrencilerin etkileşim içinde olmaları ve birbirleriyle iletişim kurmaları desteklenir. Dil öğretiminde gerçekçi dil kullanımı önemlidir. Öğrencilere, günlük yaşamda kullanılan dil yapıları, ifadeler ve argo dili içeren örnekler sunulur. Konuşmaya dayalı yaklaşımda, hataların normal ve doğal bir parça olduğu kabul edilir. Öğrencilere hata yapmaktan korkmadan konuşmaları teşvik edilir. Öğretmenler, öğrencilerin hatalarını düzeltmek yerine anlamayı ve iletişimi odaklanır.

*Gerçek Yaşam Uygulamaları:* Öğrencilere gerçek hayattaki iletişim durumlarına benzer örnekler sunulmalıdır. Örneğin, alışveriş yapma, restoranda sipariş verme veya bir seyahat planlama gibi senaryolar üzerinden öğrencilerin iletişim becerilerini pratik yapmaları sağlanmalıdır. Gerçek yaşam uygulamaları, dil öğretiminde öğrencilerin dil becerilerini gerçek hayattaki iletişim durumlarına uyarlamayı hedefleyen etkinliklerdir. Bu uygulamalar, öğrencilerin dilin pratik kullanımını deneyimlemelerini ve gerçek dünya bağlamında iletişim becerilerini geliştirmelerini sağlar

*Drama:* Öğrencilerin dilbilgisi ve kelime dağarcıklarını kullanarak farklı rolleri canlandırdıkları drama veya role play etkinlikleri düzenlenmeli. Bu tür etkinlikler, öğrencilerin dilbilgisi kurallarını uygulama, kelime dağarcıklarını genişletme ve gerçek hayatta iletişim kurma becerilerini geliştirme fırsatı sunmaktadır.

*Dinleme ve Anlama Etkinlikleri:* Öğrencilerin dinleme becerilerini geliştirmek için çeşitli etkinlikler kullanılmalıdır. Örneğin, podcast'ler, şarkılar, haberler, radyo programları veya konuşma kayıtları gibi gerçek yaşam materyallerini kullanarak öğrencileri dinlemeye teşvik edinmelidir. Ardından, anlama ve anlam çıkarma becerilerini güçlendirmek için sorular sorulmalıdır.

*Yazma Pratiği:* Öğrencilere yazma becerilerini geliştirmek için farklı türlerde yazma görevleri verilmelidir. Örneğin, mektup yazma, makale yazma, blog yazma veya günlük tutma gibi farklı yazma türlerini deneyimlemelerini sağlanmalıdır. Yazma görevlerinde dilbilgisi ve kelime kullanımı konusunda geri bildirim sağlayarak öğrencilerin yazılı iletişim becerilerini geliştirmelerine teşvik edilmelidir.

*Sözcük Dağarcığı Geliştirme:* Öğrencilerin kelime dağarcığını geliştirmek için düzenli olarak yeni kelimeler öğretin ve öğrencileri bu kelimeleri kullanmaya teşvik edilmeli. Kelime oyunları, kelime listeleri oluşturma, kelime anlamlarını tahmin etme gibi etkinliklerle öğrencilerin kelime bilgisini güçlendirilmelidir.

*İnteraktif Teknoloji Kullanımı:* İnteraktif dil öğrenme platformları, dil öğretim uygulamaları, çevrimiçi kaynaklar ve dil öğrenme oyunları gibi teknolojik araçları kullanarak öğrencilerin iletişimsel becerilerini desteklenmelidir. Bu tür araçlar, öğrencilerin kendi hızlarında

pratik yapmalarını ve geri bildirim alarak gelişmeleri sağlanmalıdır.

*Kültürel Farkındalık:* Dilin yanı sıra, öğrencilerin hedef dilin kültürü hakkında da bilgi sahibi olmalarını sağlanmalıdır. Kültürel farkındalık, dilin doğru bir şekilde kullanılması ve etkili iletişim için önemlidir. Öğrencilere, hedef dilin konuşulduğu ülkelerin kültürü, gelenekleri, davranış kuralları ve iletişim tarzları hakkında bilgi verilmelidir.

Bu stratejiler, öğrencilerin iletişimsel yeteneklerini geliştirmeye yardımcı olabilir. Ancak her öğrencinin farklı öğrenme stilleri ve hedeflerinin olduğunu unutulmamalıdır. Bu nedenle, çeşitli öğretim yöntemlerini ve materyallerini kullanarak öğrencilerin bireysel ihtiyaçlarını karşılamaya çalışılmalıdır.

## **Sonuç**

İletişim, insanların birbirleriyle ilişki kurmasını sağlar. İyi bir iletişim, duygusal bağları güçlendirir, güven inşa eder ve sağlıklı ilişkilerin temelini oluşturur. Hem kişisel hem de profesyonel ilişkilerde etkili iletişim, daha derin bir anlayış, empati ve işbirliği sağlar. İnsanlar arasında bilgi alışverişi yaparak öğrenir, deneyimlerini paylaşır, iyi iletişim, bilgi ve bilgelik akışını teşvik eder ve ortak anlayışın gelişmesine katkıda bulunur.

Etkili iletişim, sorunların kökenini anlamamızı ve çeşitli perspektifleri dikkate alarak çözüm yolları bulmamızı sağlar. İnsanlar arasındaki açık ve dürüst iletişim, çatışmaları çözme ve uzlaşma sağlama sürecini kolaylaştırır. Dolayısıyla, iletişimsel yetiler sadece sınıf içi etkileşim modeli olarak değil, diğer stratejilerle birleştirildiğinde anlamlı bir fayda sağladığını söyleyebiliriz. Büyük ve çok düzeyli sınıflarda konuşmaya dayalı yaklaşım, özellikle ikili çalışma öğretimi çok fazla çeşitlilik sağladığında daha iyi çalışır.

Öğretmenler derslerini öğretmen merkezli çalışma, bireysel çalışma, ikili çalışma ve grup çalışmasını içerecek şekilde planlayabilirler. Öğretmenlerin genellikle öğrencileri katılmaya teşvik etmesi ya da özellikle sessizlik olduğunda ya da bir sonraki adımda ne yapacakları konusunda kafaları karıştığında öğrencilerin bir etkinlikte nasıl ilerleyebilecekleri konusunda önerilerde bulunması gerekir. Öğretmenin öğrencilere unuttukları bilgileri hatırlatması gerekebilir. Öğrencilerin grup ortamlarında çalışmak üzere eğitilmeleri gerekir. Sınıfta iletişimin öneminin farkına varmaları gerekir.

İletişimsel yetilerin geliştirilmesinde ikili çalışma veya konuşma etkileşimi, öğretmen tarafından öğrencilerin çoğu için ağırlıklı olarak etkili bir şekilde uygulanabilir. Öğretmenin benimsediği yöntemlerin ve etkileşim biçimlerinin, öğrencilerin dil öğrenme başarısı ve sınıf içi yeterlilikleri üzerinde büyük etkisi olabilmektedir. Sınıf biraz gürültülü olsa da, bu durum öğrencilerin birbirleriyle yabancı dilde konuşmak için ellerinden gelen çabayı gösterebilirler.

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# KÜÇÜK BİLİMSEL TÜRLERİN GELECEK YABANCI DİL ÖĞRETMENLERİNİN TARTIŞMACI YETKİNLİĞİNİN OLUŞUMU ÜZERİNDEKİ ETKİSİ

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## Özet

Makale, gelecekteki yabancı dil öğretmenlerinin yetiştirilmesi sürecinde tartışmaya dayalı yeterliliğin oluşturulması ihtiyacını doğrulamaktadır. Bugün, yazılı konuşma konusunda uzmanlaşmak, yalnızca üniversite eğitiminin standardı haline gelmekle kalmadı, aynı zamanda uluslararası düzeyde sosyal etkileşimin yönünü de belirliyor: yabancı üniversitelerle ortak projelere katılım, uluslararası bilimsel ve pratik projelere katılım, konferanslar, öğrenci grupları değişimi ve eğitim programları. Uluslararası ve kültürlerarası iletişim aracı olarak yabancı dillere artan ilgi nedeniyle, uluslararası, etnik gruplar arası ve kişisel bir ortamda yazılı ve sözlü kültürlerarası yabancı dil iletişimde bulunabilecek uzmanların yetiştirilmesi konusu şu anda önemlidir. Makale, sorunlu durumsal mesleki görevleri çözüme yönteminin kullanımıyla ilişkili tartışmacı yetkinliğin oluşumunun yollarını göstermektedir.

**Anahtar kelimeler:** tartışmacı yeterliliği, kavramsal temel, tartışmacı metin.

## Giriş

Tartışmacı yetkinliği, akademik metinleri anlamaya ve yazmaya izin verdiği için gelecekteki profesyonel faaliyetler için önemli bir koşuldur. Pedagoji, felsefe, dilbilim vb. alanlarla yakından ilgilidir ve akıl yürütme, hipotez doğrulama, bilimsel tartışma, müzakere ve rapor gibi süreçlerde kullanılır. Bilimde muhakeme, olası kanıtlayıcı sonuçlara dayalı olarak herhangi bir bilgiyi mantıksal ve tutarlı bir şekilde iletme ve diğer bilgiler aracılığıyla gerekçelendirme yeteneğini ifade eder. Etnik gruplar ve kültürler arası iletişim aracı olarak yabancı dillere artan ilgiyle bağlantılı olarak, yazılı ve sözlü dil iletişimini gerçekleştirebilecek uzmanların yetiştirilmesi konusu şu anda önemlidir.

Argümantasyon genellikle ifadelerin ve öncüllerin uygun bir kombinasyonu olarak tanımlanır (Plantin, 1996). Bu, eğitimde öğretme ve öğrenmenin kalitesi ile el ele gider. Üst düzey düşünme becerileri ve eleştirel düşünme ile kurulu bağlantısının bir sonucu olarak, argümantasyon eğitimde en çok tartışılan yeterliliklerden biridir. Daha spesifik olarak, argümantasyon bilgi karmaşıklığını (Venville & Dawson, 2010), öğrenenler tarafından bilginin kullanımını ve ilgili muhakemenin kalitesi (Kuhn, 1991) ve seviye ile yakından ilgili olan eleştirel değişikliği ele almak için kullanılabilir.

Başarılı argümantasyon, doğası gereği, temel özelliği ve temel bileşenlerinden biri olan eleştirel düşünmeyi gerektirir. Öğrencilerin sadece yazılı ve iletişimsel yeterliliklerini oluşturmak değil, aynı zamanda onlara gerçekleri analiz etmeyi, sentezlemeyi, alınan bilgileri eleştirel bir şekilde değerlendirmeyi ve karşılaştırmayı, sonuçlar çıkarmayı ve düşüncelerini doğru bir şekilde formüle etmeyi öğretmek çok önemlidir. Tartışmacı yetkinliğin temeli, kişinin fikrini ifade ederek, onu yeterince kanıtlayarak, kasıtlı olarak eleştirel düşünmeyi eğiterek atılabilir.

## Literatür taraması

Bu çalışma için ilgili literatürü bulmak amacıyla Wiley, ScienceDirect ve Springer elektronik veritabanlarında kapsamlı bir araştırma yapılmıştır. Arama, konuyla son derece ilgili olduğu düşünülen örnek kitap bölümlerinin yanı sıra önceki 20 yılda (1991 yılından başlayarak) yayınlanan bilimsel makalelerden bir seçki içerir.

İlgili literatürün gözden geçirilmesi, Sovyetler Birliği döneminde tartışmacı yetkinliğin tamamen unutulduğunu ve son zamanlarda Rus yazarların eserlerinde ele alındığını göstermektedir: N. Fanyan, V.P. Moskova vb. Aristoteles, “tartışma yeterliliği” paradigmasının kurucusu olarak kabul edilebilir. “Tartışma yetkinliği” kavramını ilk olarak eserlerinde ortaya koymuştur.

Argüman, doğruluğu pratikle test edilmiş ve kanıtlanmış mantıksal bir nedendir. 145

Argüman, herhangi bir ispatın gerekli bir parçasıdır. İspat sürecindeki en güçlü argüman, doğruluğu sorgulanmayan gerçektir. İyi (doğru) argümanlarda, diğer ifadelerin tamamen veya en azından kısmen doğrulandığı ve gerekçelendirilen konunun mantıksal olarak bunlardan takip edildiği veya en azından onayladıkları varsayılır. Daha eksiksiz bir anlamda, argüman şudur:

- Başka bir önermenin doğruluğunu desteklemek için yapılmış bir önerme (veya önermeler dizisi).

- Kanıtın sunulması.

Bowell ve Kemp'e (2002) göre, argümanlar "iyi nedenler sunarak ikna etmeye çalışmak" olarak tanımlanmaktadır. Ayrıca, eleştirel düşünürlerin öncelikle argümanlarla ve belirli inançları yapmak veya tutmak için bize sağlam gerekçeler vermede başarılı olup olmadıklarıyla ilgilenmeleri gerektiğini de belirtiyorlar. Bir "argümanı", birine belirli bir inancı yapması veya sürdürmesi için bir gerekçe sağlayan bir kavram olarak düşünmenin beklenmedik olduğunu gözlemliyorlar.

Kazakistan ve diğer yabancı ülkelerden bilim adamları tarafından argümantasyon üzerine çok sayıda çalışma yapılmıştır. Argümantasyon teorisinin oluşumu ve gelecekteki gelişimi, Alekseev (1998) ve Starchenko (1982) gibi bu bilim adamlarının çalışmalarına göre zamanlanmıştır. Argümantasyon paradoksu, bu bilim adamlarının yazılarında çeşitli şekillerde inceleniyor. Örneğin, Starchenko'nun (1982) çalışmalarında, çalışmanın amacı, düzenli bir argümantasyon inşasıdır, yani çalışma mantıksal bir düzene dayanmaktadır. Argümantasyona tamamen mantıksal bir bakış, özellikle Kondakov (1976), onu yalnızca mantıksal yöntemlerin kullanıldığı bir doğrulama (veya çürütme) sürecinde birleştirir. Motivasyon, onun tarafından, doğruluğu şüpheli veya tartışmalı olan başka bir ifadeye yardımcı olmak veya onu alt üst etmek için belirli bir ifadenin kullanıldığı belirli bir doğal süreç olarak yönlendirilir.

*Toulmin'in argümantasyon teorisi*

Stephen Toulmin, en ünlü tartışma analizi modellerinden birini geliştirdi. Toulmin'e göre, her zaman argümantasyonun kullanıldığı alana bağlı olan maddi sağlamlık kriterini dikkate almadığından, mantıksal biçimsel doğruluk kriteri argümantasyon analizinde kullanılmamalıdır.

Toulmin'in tartışma modeli, her biri belirli bir işlevi yerine getiren bir dizi öğeden oluşur. Yazarın da belirttiği gibi, iyi bir argüman oluşturmak için modelin unsurlarını kullanarak bir takım soruları cevaplamak gerekir. Aşağıda modelin öğeleri bulunmaktadır.



## **Yöntem**

### *Araştırma tasarımı*

Bu çalışma, lisans öğrencilerinin mevcut tartışma yeterlik düzeylerini ölçmek için nicel bir araştırma tasarımını araştırmıştır. Veriler test aracılığıyla toplandı ve ardından Toulmin'in argümantasyon modeline dayalı değerlendirme kriterleri aracılığıyla analiz edildi.

### *Araştırma katılımcıları*

Bu çalışma, aynı İngilizce seviyesi olan B2 seviyesine sahip 2-3 sınıf lisans öğrencilerini (gelecek yabancı dil öğretmenleri) içermektedir.

### *Araştırma aracı*

Test soruları, lisans öğrencilerinin mevcut tartışma yeterlik düzeylerini belirlemek ve analiz etmek için açık uçlu sorular temel alınarak yapılmıştır. Öğrencilerin argümanlar yardımıyla çözmeleri gereken ve bakış açılarını kanıtlamaları gereken 3 vaka verilmiştir.

## **Bulgular**

Gelecek yabancı dil öğretmenlerinin mevcut tartışma yeterlik düzeylerini belirlemek için 3 farklı durumu içeren bir ön test uygulanmıştır. Lisans öğrencilerinden bu vakaları çözmeleri, yazılı argümanlar sunmaları ve bakış açılarını gerekçelendirmeleri istenmiştir. Önceki çalışmaların ardından, tüm yazılı yanıtlar gözden geçirildi ve lisans öğrencilerinin çözümlerini desteklemek için argümanlar oluşturabildikleri bulundu. Daha spesifik olarak, tüm cevaplar gerekli bileşenlerin tümünü içermese de, bir tür argümantasyon sağlayan öğrencilerin %58'i yoğunlaştırılmış Toulmin'in argümantasyon modeline dayalı olarak yapıldığını göstermektedir.

İşlem sırasında Toulmin'in argümantasyon modeline dayalı olarak öğrencilerin argümantasyon yeterliliğini değerlendirmek için bir dizi kriter uygulandı.

## **Tartışma**

Verileri analiz ettikten ve geçmişteki benzer araştırmalarla karşılaştırdıktan sonra, lisans öğrencilerinin iddialarını desteklemek için argümanlar oluşturabildikleri ve Toulmin'in Argümantasyon Modeli'nin bunu yapmak için en sık kullanılan format olduğu açıktır. Ancak öğrenciler ispatın önemini kavrayamamakta ve bunun sonucunda argümanlarını desteklemenin gerekliliğini kavrayamamaktadırlar. Alıştırmaları doğru bir şekilde tamamlamalarına ve ilgili verileri sunmalarına rağmen, veriler ile Toulmin'in modelinde gerekçe olarak adlandırılan iddia arasındaki ilişkiyi net bir şekilde ifade etmekte başarısız oluyorlar.

Yetkinlik temelli bir yaklaşıma dayalı olarak bir yabancı dili öğrenme ve kullanma sürecinde oluşan yeterlikler çok boyutlu, çok aşamalı, bütünleştiricidir ve kişisel gelişim işlevi görür. Bu nedenle, tartışmacı yetkinliği formüle etmek için akademik okuryazarlık öğrencilerine çok kesin bir ihtiyaç olduğu söylenebilir. Ayrıca, açık, yapısal ve mantıklı bir argümantasyon becerilerinin oluşturulması, geliştirilmesi gereken modern eğitimin koşulsuz bir eğilimidir.

## **Sonuç**

Sonuç olarak, bilimsel yazmanın sadece gelecek yabancı dil uzmanları için değil, tüm yükseköğretim kurumları öğrencileri için çok önemli olduğunu vurgulamak isteriz. Geleceğin beşeri bilimler uzmanları, mesleki faaliyetlerinin doğasına bağlı olarak, yabancı bir dilde gerekçeli tartışmalar yürütme, eleştirel düşünme ve çeşitli kaynaklardan gelen bilgileri analiz etme gibi profesyonel iletişim becerilerini göstermelidir. Küçük bilimsel türler, geleceğin bilim adamlarının mesleki faaliyetlerinin önemli bir unsurudur. Önemli sayıda bilimsel bir kariyer seçtiğinden, küçük bilimsel türlerin bir kültür biçimi olarak incelenmesi, üniversitede yabancı dil öğretim teknolojisinin oluşturulmasında gerekli bir adımdır.

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# INVESTIGATION OF USING GOOGLE CLASSROOM AS A TOOL IN THE TEACHING OF UNDERGRADUATE STUDENTS

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## **Abstract**

The purpose of the study was to determine the attitude of students toward the use of Google Classroom. In particular, it is intended to determine the effectiveness of using this online platform as an additional tool in teaching. The 1st, 2nd, 3rd, and 4th-year students of the Faculty of ELT of the Khoja Ahmed Yassawi International Kazakh-Turkish University participated in the study. The total number of students who took part in the study was 70 people. The quantitative descriptive method was employed. The instrument used was a questionnaire to reveal their perceptions that were adapted from [11] with some necessary modifications. The modified questionnaire consists of 4 subscales and 15 items. The Statistical Package for the Social Sciences (SPSS) 23.0 software was used to analyze the questionnaire results. An analysis of the results obtained at the end of the study showed that students' attitudes towards using Google Classroom as an additional tool were positive, and also revealed several advantages in use.

**Keywords:** Google Classroom, learning motivation, tool, learning development.

## **Introduction**

Currently, in the field of education, there has been an exchange of technological accents on Internet services and mobile technologies. Internet platforms with a large set of services and applications, such as Eliademy, ScholarLMS, Google for Education, have become available for educational institutions. Google for Education is a set of services necessary for the organization of the educational process, and one of such apps is Google Classroom or Google class.

Google Classroom is a free web service developed by Google for general education institutions, and the main purpose of this service is to provide an opportunity for paperless distribution, creation and evaluation of compiled tasks. This web service includes Google Drive for creating and storing data, Google Document for creating tables and slides, and Google Calendar includes services for creating calendar plans and Gmail for exchanging emails. Students can be invited to class by an individual code or automatically imported from the school domain. Each class creates a separate folder on the corresponding user disk. The available iOS and Android mobile apps allow users to take photos and attach them to tasks, share files from other apps and access information offline. Teachers can track the progress of each student and return the work after the assessment with attached comments or additional tasks.

In online learning, one of the tools widely used by teachers in education is the Google Classroom application. An accessible application that gives you the freedom to use in all areas of education and to exchange teaching materials, documents between teachers and students during classes [1]. The use of Google Classroom in the educational process is effective for students and has a positive effect on the development of their thinking skills [2]. The tool that helps the teacher in practical classroom management during training is Google Classroom, since it has its own tools to manage them inside the app [3]. Using Google Classroom in physics lessons is unattainable to achieve the expected results, but the positive impact is great when it comes to language classes and use in lessons. This app has huge advantages for teachers when teaching at

a distance or online classes. Analyzing these conclusions, we can say that the Google Classroom application is not flexible for use in math classes, but it gives many opportunities for humanitarian studies [4].

One of the most frequently used Internet tools in the process of learning and learning development in the world is Google classroom. The results of a study conducted at universities in Bangladesh revealed the importance of using Google classroom as a learning tool for students and teachers. In Google classroom, you can see the impact of each student on classes, and it is available to see the vulnerable side of students and identify students with low skills. As a result of the study, it became clear that students want the role of students to prevail in the learning process, and not the role of the teacher. But it cannot be said that Google classroom is fully provided for training, it is obvious that it requires changes [5]. This request was obtained by surveying Bangladesh students. The questionnaire states that "the use of Google classroom as a tool in education or learning development through the analysis of questionnaire results is beneficial for both teachers and students, and the impact that the use of this platform has is at a high level."

An online platform that helps to track the activities of teachers and students in a controlled classroom and personalize active students in the classroom, and can also be a pedagogical and cognitive tool that promotes dialogue and the development of creative thinking among students is the Google Classroom app. Google Classroom's place is particularly evident in processing data on new topics and creating a convenient environment for sharing additional tasks with students. The biggest drawback of traditional education, which we all use in school, is that computer programs are not used, and it is in this kind of education that our environment needs platforms that are comprehensively provided. The use of Google Classroom contributes to the development of students' mental competencies and problem-solving skills, the perfection of computer needs. In today's Internet environment, we also need to teach students how to use the Internet stream correctly [6].

Currently, the Google Classroom app is considered as the tool that is most analyzed in the educational context and has great flexibility in use. The results of the study showed that the Google Classroom app maintains a good relationship between teacher and student, regardless of the time mode and any restrictions. Teachers and students receive updates on the tool at the right time. During the face-to-face classroom session, it was also determined that Google Classroom has more flexibility in use and can be used with traditional lessons. From the point of view of students, Google Classroom encouraged the absence of time limits when completing assignments, graduate students promoted the convenience and simplicity of Google Classroom during classes, and their support for use in teaching was high. Using this app in the classroom has increased students' interest in lessons and increased their activity in the classroom [7]. The lack of a user-friendly interface for teachers in traditional education indicated that the distribution of assignments and teaching materials among students was a great help to Google Classroom as a convenient electronic classroom. It was obvious that teachers were using this app as a classroom management tool.

The modern era is a digital era, so the digital era must come in education and innovation must be introduced. In this digital era, teachers should take into account that students who study at home are students of the modern digital era, and it is necessary that changes be made to the education system. In modern education, the teacher does not play a special role, the main role in the classroom belongs to the students, and changes should be made to the development of this system. Classes conducted offline are being replaced by classes in online mode, and this stream brings its own strategy to education. This strategy must be adapted for teachers and students to complete assignments and learn and receive, which means that it allows them to be completed anywhere and at any time. And Internet platforms that provide such needs internally are displacing school classrooms into virtual ones, the Google Classroom app is widely used as the leaders of such tools [8].

Conducted research in the field of self-learning and self-development, and in their research work they focused on the role of the Google classroom application as a self-learning tool. As a result of the study, the following conclusion was made in connection with the understanding of students, the use of the Google classroom app during the course allowed to increase the

competence of students, and positive feedback was given about the use. The app has been improved in terms of simplicity, scheduling tasks and the ability to perform them in any area. Google classroom is a new strategy and a new path that will pave the way for better achievements in education [10]. This conclusion is confirmed by [9], the results of the study show that using the Google classroom application, students can exchange assignments and exercises regardless of time and place, as well as track questionnaires, demographic observations and student analysis. Using this app, the teacher can develop the competence of his lesson. The online learning program in education, along with the introduction of the Google classroom app into the educational system, is in an extensive chapter. In online learning, the advantage of this application occupies a special place, online learning has a positive impact on students to succeed in an online environment. This output means that you can use Google classroom in one place with other programs.

The conclusion made during the literature review showed that Google classroom is a tool / application for teachers in the field of education that can be used to involve students in classes and develop their competencies. But the Google classroom app is considered a scientifically incomplete application after it became a new strategy and educational tool in the field of education. Since this application is an innovation in the education system of Kazakhstan, the advantages and disadvantages of using this application as a tool in education have yet to be fully evaluated. Foreign scientists conducted their own study of the Google classroom application and shared the results of their research. Thus, using the results of this study, it was proposed to conduct a questionnaire of 1st, 2nd, 3rd and 4th year students to find out what students think about this application.

The purpose of this study is to investigate the attitude of students of higher educational institutions to the use of Google Classroom in teaching. More specifically, it aims to identify the positive and negative consequences of using Google Classroom as an additional learning tool.

Based upon the purpose of the paper, this study aims to address three research questions:

- 1) What is the current use of Google Classroom as seen by students in teaching?
- 2) Are there any differences between male and female in using Google Classroom in teaching?
- 3) Are there any differences between 1st, 2nd, 3rd and 4th year students in using Google Classroom in teaching?

## **Method**

In this study, we applied a descriptive quantitative method, since it studied the thoughts, opinions and perspectives of the participants. Thus, with the help of a descriptive quantitative method, it is possible to comprehensively study the experience and perception of participants using Google Classroom in teaching.

The present study employed an instrument on students' perceptions of using Google Classroom in teaching. The instrument used was a questionnaire to reveal their perceptions that were adapted from [11] with some necessary modifications. The questionnaire, compiled by Birnur Kaptan, consisted of 7 parts and 40 items. But from the same questionnaire, we analyzed 15 questions that would be enough to conduct our questionnaire. The permission of the questionnaire author to use the questionnaire has been obtained. The questionnaire used for the study was compiled from the main questions: questions for determining gender and course and 15 other questions related to the study.

The questionnaire we used in the study consists of 3 general questions and 4 subscales. General questions related to the demographic characteristics of students (gender, grade level) and include information about when they have ever used Google Classroom. As for the subscales, the first subscale is designed to determine the "accessibility" of the Google Classroom service and includes questions Q2, Q3, Q4, Q5, Q6. The second subscale is about the "perceived benefits" of the service and includes questions Q7, Q8, Q9. The third subscale is about how to determine the relationship between students and teachers, and is called "communication and interaction" and includes questions Q10, Q11, Q12. The fourth subscale is about "student satisfaction" of the Google Classroom service and includes questions Q13, Q14, Q15.

To determine the degree of student involvement associated with the questionnaire, 5 answers are given for each question. Responses to questions were assessed on a Likert scale, ranging from 5 (strongly agree) to 1 (strongly disagree). Answers to the positive questions used in the questionnaire were evaluated as follows: 5,4,3,2 and 1, and the negative data were located with opposite scores [12]. Positive statements were rated accordingly: 5 - "Strongly agree", 4 - "Agree", 3 - "Undecided", 2 - "Disagree" and 1 - "Strongly disagree". Consistently negative statements were given opposite weights: 5 for Strongly Disagree, 4 for Disagree, 3 for Undecided, 2 for Agree, and 1 for Strongly Agree. For example, among the questions of the questionnaire, there were negative statements such as "I feel lonely and lost in Google Classroom", in such statements the assessment of negative statements was used. The Statistical Package for the Social Sciences (SPSS) 23.0 software was used to analyze the questionnaire results.

In this study, the selection group consists of 1st, 2nd, 3rd and 4th year students of the Faculty of ELT of the Khoja Ahmed Yassawi International Kazakh-Turkish University. The total number of students participating in the study was 70. The questionnaire was conducted in the fall semester of the 2022-2023 academic year. The study involved 38 - 1st year students, 8 - 2nd year students, 9 - 3rd year students and 15 - 4th year students. Of the 70 students who participated in the study, 61 students were female, and the remaining 9 students were male.

### Results and Discussion

Using the SPSS software to determine the internal consistency of the questions covered by the questionnaire, we determined the Cronbach's Alpha coefficient. The reliability of the questionnaire according to the Cronbach's Alpha coefficient showed a value of 0.888 on 15 items (Table 1).

**Table 1 - Reliability Statistics of the Questionnaire**

Cronbach's Alpha	N of Items
,888	15

The results of Cronbach's Alpha coefficient show the consistency of the questionnaire, and the significance has its own explanation concerning the questionnaire. Values of  $0.9 \leq \alpha$  show that the consistency of the questionnaire is Excellent,  $0.8 \leq \alpha < 0.9$  is Good,  $0.7 \leq \alpha < 0.8$  is Acceptable,  $0.6 \leq \alpha < 0.7$  is Doubtful,  $0.5 \leq \alpha < 0.6$  is Poor,  $\alpha < 0.5$  is Unacceptable [13]. Given the above data, we can confidently say that the consistency of the questionnaire that we used in the study shows the results of the Cronbach's Alpha coefficient is "Good".

To answer the research questions, we calculated the descriptive statistics of the questionnaire using the Statistical Package for the Social Sciences (SPSS) 23.0 software.

A statistic that shows or summarizes a set of results and information obtained in the course of a study, on a quantitative basis of the characteristics obtained, is used as a descriptive statistic [14].

And in Table 2 you can see the results of the descriptive statistics of the first research question "What is the current use of Google Classroom as seen by students in teaching?".

**Table 2 - Descriptive Statistics of the Questionnaire**

	N	Minimum	Maximum	Mean	Std. Deviation
Accessibility	70	1,00	5,00	3,3486	,96530
Perceived Benefits	70	1,00	5,00	3,4190	,91276
Communication and Interaction	70	1,00	5,00	3,1857	,76904
Student Satisfaction	70	1,00	5,00	3,3524	1,00704
Total	70	1,07	4,73	3,1971	,70136

In the table, you can see the results of the descriptive statistics relating to the subscales of the questionnaire and their total result. The descriptive statistical value of the "Accessibility" 152



subscale is  $X=3.3486$ , the "Perceived Benefits" subscale is  $X=3.419$ , the "Communication and Interaction" subscale is  $X=3,1857$ , the "Student Satisfaction" subscale is  $X=3,3524$  and the subscale total is  $X=3.1971$ . Analyzing the results of the questionnaire, which were taken from students, we can say that the subscale "Communication and Interaction" scored the lowest number of points, while the subscale "Perceived benefits" scored the highest number of points.

The second research question is devoted to determining the ratio of the thoughts of male and female participants when using the Google Classroom application in education. To determine the difference between these two sexes, we applied the Mann-Whitney-W test to the data. Differences were analyzed by subscales of the questionnaire.

The Mann-Whitney U test was used to determine the analysis statistics and compare the results characteristic of two independent groups obtained during the study, taking into account their own properties [15].

Based on the above data, we decided that it would be better to use the Mann-Whitney U test, as it compares the results between two independent groups (male and female). The results are shown in Table 3.

**Table 3 - Mann-Whitney-U test results**

	Gender	N	Mean Rank	U	P
Accessibility	Male	9	35,44	274,000	,993
	Female	61	35,51		
Perceived Benefits	Male	9	34,72	267,500	,900
	Female	61	35,61		
Communication and Interaction	Male	9	33,89	260,000	,797
	Female	61	35,74		
Student Satisfaction	Male	9	35,67	273,000	,979
	Female	61	35,48		
Total	Male	9	35,50	274,500	1,000
	Female	61	35,50		

The results of the statistical analysis revealed the influence of gender on the perception of participants on the use of the Google Classroom tool in training ( $U = 274.5$ ,  $p = 1$ ). Although males and females differ greatly in proportional quantitative size, the difference between the subscale scores is small.

The first subscale is "Accessibility ", a measure of the accessibility of the Google Classroom app (male= $35.44$ , female= $35.51$ ,  $U=274.0$ ,  $p=0.993$ ), the difference is small ( $X=0.07$ ). The second subscale "Perceived Benefits" is a measure of the benefits of the Google Classroom app (male =  $34.72$ , female =  $35.61$ ,  $U = 267.5$ ,  $p = 0.9$ ), difference ( $X = 0.89$ ). The third subscale "Communication and Interaction" is a measure of relationship aggravation in Google Classroom (male =  $33.89$ , female =  $35.74$ ,  $U = 260.0$ ,  $p = 0.797$ ), difference ( $X = 1.85$ ). The fourth subscale "Student Satisfaction" is a measure of satisfaction with using Google Classroom (male =  $35.67$ , female =  $35.48$ ,  $U = 273.0$ ,  $p = 0.979$ ), difference ( $X = 0.19$ ). The results show that subscales 1, 2, and 3 were dominated by female voices, while subscales 4 were dominated by male voices, and subscales 2 and 3 had a large difference between males and females.

The third research question was devoted to identifying the thoughts of 1st, 2nd, 3rd and 4th year students on the use of Google Classroom in education. Within each subscale, the questionnaire revealed a difference between students in that course according to the data given in accordance with the Google Classroom app. The result was obtained using the Kruskal-Wallis H test.

The Kruskal-Wallis H test is used to determine differences between two or more groups, independent of each other, as part of a questionnaire consisting of the same or different factors or measurements [16]. May identify groups in the dominant index between these groups, or openly show large differences.

The results of the Kruskal-Wallis H test are revealed in Table 4.

**Table 4 - Kruskal-Wallis H-test results**

	Grade_Level	N	Mean Rank	H	p
Accessibility	1st year students	38	30,38	6,165	,104
	2nd year students	8	35,94		
	3rd year students	9	44,44		
	4 th year students	15	42,87		
Perceived Benefits	1st year students	38	30,61	8,608	,035*
	2nd year students	8	30,94		
	3rd year students	9	40,33		
	4 th year students	15	47,43		
Communication and Interaction	1st year students	38	33,01	2,852	,415
	2nd year students	8	34,63		
	3rd year students	9	45,50		
	4 th year students	15	36,27		
Student Satisfaction	1st year students	38	31,14	4,966	,174
	2nd year students	8	34,94		
	3rd year students	9	40,28		
	4 th year students	15	43,97		
Total	1st year students	38	30,21	6,847	,077
	2nd year students	8	34,94		
	3rd year students	9	44,61		
	4 th year students	15	43,73		

\*p<0,05

The number of students surveyed varies by course. Among the participants, 1st year students are 38 students, 2nd year students are 8 students, 3rd year students are 9 students, and 4th year students are 15 students. When we presented the results we took advantage of such abbreviations (the mean rank of 1st-year students - 1st MR, the mean rank of 2nd-year students - 2nd MR and so the rest).

It was found that the acceptance rate of students in the first subscale "Accessibility" (1st MR = 30,38, 2nd MR = 35,94, 3rd MR = 44,44, 4th MR = 42,87, H = 6,165, p = 0,104), the availability of the Google Classroom app was lower for 1st and 2nd year students. The results of the second subscale "Perceived benefits" (1st MR = 30,61, 2nd MR = 30,94, 3rd MR = 40,33, 4th MR = 47,43, H = 8,608, p = 0,035\*) show that this subscale also lags behind the 1st one. and 2nd year students in accepting the benefits of the Google Classroom app and the overall report showed that based on the data provided by all students of the course, the conclusion about the benefits of the Google Classroom app is low (p = 0,35 \*), but the minimum score should not be lower (p ≥ 0,05). The results of the third subscale "Communication and Interaction" (1st MR = 33,01, 2nd MR = 34,63, 3rd MR = 45,5, 4th MR = 36,27, H = 2,852, p = 0,415), the results show that the communication between students and teachers in the Google class app played a good role in the learning of 3rd year students. And the rest of the courses have a permanent intake. The results of the fourth subscale "Student Satisfaction" showed that 3rd and 4th-year students showed positive, even good student satisfaction with the Google class application, but this does not mean that 1st and 2nd-year students are negative, they also have a stable perception. If we look at the total score of the result, then among the students surveyed, the thoughts of 3rd and 4th-year students about using the Google Classroom app in education show a positive and high indicator (3rd MR = 44,61, 4th MR = 43,73), the score is lower for 1st and 2nd-year students (1st MR = 30,21, 2nd MR = 34,94) because they have not yet fully used the Google Classroom app in practical classes and have not fully mastered its functions.

Summing up the results of the questionnaire, a brief review of research questions was carried out. In relation to the first research question, the analyzed result solution (x = 3.1971) showed that this quantitative measurement is higher than the standard one, and it was found that 154

students' perceptions about using the Google Classroom application in teaching were positive. The results obtained in connection with the second research question were to determine the perception of males and females regarding the use of the application, quantitative statistics obtained from the questionnaire results (male = 35,5; female = 35,5) showed that there are no differences in their perception, but on the contrary, they are equal. The conclusion adopted in connection with the third research question was devoted to identifying the presence or absence of differences in the perception of students of 1st, 2nd, 3rd, and 4th-year students. The result achieved was ( $p = 0,077$ ), which indicates that quantitative statistics did not show differences in perception, despite the difference in the courses of the students surveyed.

Analyzing the above data, several findings were drawn. The attitude of undergraduate students towards the use of the Google Classroom app has been a positive and important contribution. The Google Classroom app is not just an application used in online or distance learning, it can also be used in traditional education, for example, to quickly and simultaneously distribute a large number of educational materials. In addition, we can use Google Classroom not only in teaching, it also has other internal tools. In the application, students can freely switch with each other through the Gmail structure, write and create study materials through Google Drive, Google Docs and Sheets structures, use the Google calendar structure to plan their time and schedule, and can also use the Google Meet structure in a meeting at various conferences [1]. The Google Classroom app can be used equally in both traditional classrooms and online classrooms, and the use of these two methods at the same time improves the quality of classroom learning and increases student interest in lessons, as well as develops the level of creative and critical thinking [2]. The use of Google Classroom during practice sessions has a positive effect and strengthens the bonds between students and teachers, highlighting the role of student activities in the classroom [3].

The reason for our coming to the proposed hypothesis was learning motivation and its results, which led to an increase in students' motivation to learn in the classroom. The use of Google Classroom contributed to the emergence of new technologies in education in this class (computer, telephone, interactive whiteboard, etc.). The life of modern youth is in independent contact with new technologies. They are more interested in doing work using phones or computers than doing it on paper or in a notebook [7]. This is seen as a new educational strategy. Such a strategy will be the motivation that will push students to learn. The result, which comes from the thoughts left by students in the survey they used in the study, showed that it was preferable for students to modify, redo the learning material, or send it to a teacher or groupmate [6]. The conclusion that comes up increases the motivation of students to learn and increases the competence of students in working with new technologies.

### **Conclusion**

This study found out that overall students are satisfy with of Google Classroom's thus show it is effective as an active learning tools. The results of the questionnaire conducted during the study showed that students are satisfied with the presence of Google Classroom in their studies. We need to widely disseminate the use of new technologies in education systems. The use of Google Classroom in education is of great importance. It is not only a learning tool, but also an application with great accessibility for the production of educational materials.

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## METHODOLOGICAL PROBLEMS IN TEACHING FOREIGN LANGUAGE VOCABULARY

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**Abstract:** The article deals with the methodological issues in teaching foreign language vocabulary at the current stage of education. Lexicon is a set of words in a language, vocabulary. In order to speak a certain language and master that language, the student needs a large vocabulary. The main goal of teaching vocabulary is the development of oral and written communication, that is, mastering the vocabulary of the English language based on semantic accuracy, the abundance of synonyms, and the ability to use them appropriately. Currently, due to the multi-functional nature of foreign languages, there is an increasing need to correct and update the traditional model of teaching English in the methodology of teaching foreign languages. The principles of cognitive linguistics and prototypical semantics are used in the process of studying the vocabulary of a foreign language. Activation of cognitive processes in learning a foreign language contributes to the personal development of students, qualitative transformation of all types of information, ideas, and knowledge.

**Keywords:** foreign language teaching; learning a foreign language; vocabulary; cognitive linguistics; semantics

The methodology of teaching a foreign language is rich with its history, as well as with traditional teaching methods. Today, we can say that methodical science has reached a new stage of the current stage of the socio-cultural situation of a society striving for globalization, namely, a new level characterized by special requirements for the quality of teaching foreign languages, and has created a new stage in its development. These processes depend on the multifunctionality of foreign language in modern human life. On the one hand, language is a means of communication that expands cultural and ethnic ties, develops the student's potential, his professional self-realization. On the other hand, language contributes to the assimilation of the world's spiritual experience, to the integration of culture on a global scale, providing an opportunity for the full spiritual and cultural growth of each person.

Currently, teaching a foreign language is provided taking into account the personal characteristics, needs, interests of students. The influence of social, cultural, economic, political, psychological and pedagogical factors on the linguistic education system in modern conditions has created an objective need to develop new methodological approaches that contribute to the maximum actualization of the personal and intellectual potential of students, which activates natural scientific interest in the rules of cognitology and the development of a cognitive orientation in teaching foreign languages. The ideas of cognitive linguistics and cognitive-communicative learning for different categories of students are described in the works of scientists N. V. Baryshnikov, M. L. Weisberd, I. N. Vereshchagina, A. A. Leontiev, I. Mangus, S. F. Shatilova, A.V. Shchepilova.

The formation of lexical and grammatical skills is one of the most important problems of teaching a foreign language. Knowledge of the lexical and grammatical structure of the language system and practical knowledge make it possible to form the verbal and semantic level of the second-level linguistic personality of the student, otherwise it is impossible to enter into true intercultural communication.

Prototype semantics, developed in the framework of cognitive linguistics, provide unique opportunities for applying fundamentally new methods of forming lexical skills in a foreign language lesson. At the heart of such methods is the use of human subconscious resources, which contain deep conceptual ideas about each fragment of the surrounding reality. Representations of this criticism can act in the form of their own mental images – mental images, the identification of which allows the foreign language teacher to consolidate the Basic Laws of semantics and lexical harmony in the student's mind.

Learning the vocabulary of a foreign language is becoming more and more directly related to the difficulty of memorizing the meanings of polysemantics. Students will need to write down all the contexts of polysyllabic words in order to master its related structure. The meanings of words are memorized when they meet some meaning of the same words in the learning process. The student remembers the meaning of the word given to him and actively uses the same word until it is time in another context. For example, if we take the English word "dust" in the Kazakh sense as "себi", then the student understands it in the meaning of "шаң", which he met earlier, and keeps the same image in mind. This happens every time you come across a given lexeme and there is a need to perceive it or spread it to the interlocutor. Faced with a different environment, taking a reference from the dictionary or relying on the teacher's explanation, the student absorbs the new word into his mind. Theoretically, such a method, firstly, the process of mastering the polysemantic word meanings by the student, can take a very long time, until he gets acquainted with all possible contexts. Secondly, each time the assimilation of a new meaning is carried out "from scratch", that is, a new meaning is added to the already existing list, complementing the catalog of separately existing meanings of a given word. From these premises it follows that the student needs such a cognitive model of a polysemous lexeme, on the basis of all its meanings.

Therefore, in the methodological (psychological) aspect, we can emphasize the importance of using prototypical meaning: the user constantly moves towards understanding that the meaning of a word is not a "ready" unit taken from the "warehouse" of memory, but rather a process of exiting the virtual meaning stored there. Thus, the user gets the necessary general idea of the relationship between the levels of language and speech, their participation in the realization and interpretation of each meaning of each word: the lexical prototype shows the general content of the word and, as well as its potential for embedding in specific individual meanings(Language Level) [1. p 159].

Linguistic cognitivists insist on the existence of some semantic invariant that unites all the meanings of a polysemantic word. In turn, the study shows that not all meanings of a polysemantic word can arise from a non-nominative derivative, which confirms the existence of a high degree of its abstraction (I. K. Arkhipov, S. A. Pesina). Given the links between the practically existing optimal nature of the processes of actualization of meanings and the possible "simplicity" of the mechanisms of encoding and decoding verbal signs, it is obvious that "on the one hand, the phenomena of the human psyche, including language, will never be fully understood... on the other hand, for a person who has mastered a language, even if he does not know all its intricacies, the basic mechanisms for its use are clear and predictable, and from this point of view, the language is simple" [2. p 79-80].

Let us turn to scientific research on the way of storing information about the word in human memory. So, psycholinguists believe that "in the memory of an individual person, all the semantic variants of all the words familiar to him simply cannot be stored in a discrete form." [3. p 19]. Native speakers, without special training, cannot name all the variants of some polynomial word, and may not even know the existence of some variant. Thus, the specific approach of cognitive linguistics to polysemy lies in the fact that it questions the position of traditional views, according to which the derived structure of a word in polysemy is characterized only by a hierarchy of this type, when "the dominant role is always played by one main meaning; all other values are directly or indirectly subordinate to the main one" [4. p 59]. This role is played by the systemic meaning of the word (the meaning of the word at the level of the language system. - V. J.) as a mental format of knowledge and experience. It seems quite fair that I. K. Arkhipov said: "the inability or unwillingness to distinguish the real systemic meaning of a language unit from other, often very important factors in the formation of the meaning of pronunciation leads to a distortion of the language system" [5. p 46]. From his point of view, D. N. Shmelev considers diffusiveness - the decisive factor determining the semantics of a polysemantic word. He believes that the reluctance of lexicographers to reflect this in the dictionary, the refusal to include unknown examples in the dictionary, significantly violates the idea of the semantic structure of the described words [6. p 32].

In cognitive linguistics, the thesis on the blurring of the boundaries of the lexical meaning of individual words and the meanings of a polysemantic word is accepted - this is the thesis on 158

the presentation of a language as a continuum, where there is no limit between lexical units. The word is not something that is given the meaning once and for all, given to this or that sign. Meanings change under the influence of linguistic and extralinguistic factors, which are characterized by the absence of clear, fixed boundaries, which are characterized by some ambiguity and uncertainty leading to the possibility of further semantic development [7. p 13]. However, the question of the boundaries of lexical meaning is always of interest to linguists, since we need to consistently and systematically describe the vocabulary of the language and the processes of its functioning [8. p 19].

According to research in the field of prototypical semantics, each name of an object is assigned to it for a reason. The name is based on a person's idea of a certain object, such a representation, in which people unconsciously emphasize one of the features of the object as its main feature. Using the word "TV-set" in speech, we give the idea of «теледидар сигналын таратуға арналған бөліктер жиынтығы», since the word "set" means «топ, жинақ». For example, when mastering the lexeme "mouth", it is suggested that it is not a nominative derivative meaning (NDM) "an opening consisting of lips and space between them, which is used for eating and speaking". This word can explain metonymic uses such as "a grimace made with the mouth" or "to have a number of mouths to feed". However, the metaphorical uses of "mouth of a bottle", "mouth of a river", "mouth of a street" cannot be considered as a derivative of this NDM: at a new, higher level of abstraction, they are too abstract and are the result of a revision of the entire semantic structure at one level. Here the analogy to the image of the human mouth can be allowed with great convention. Thus, the abstraction "an opening through which something (somebody) passes in either direction" can be proposed as the basis for the formation of all metaphorical meanings [9. p 179–184].

Let's look at the English word "impression", the analysis of the semantic structure of this lexical unit allows us to conclude that its meaning is based on the image of «қысыммен жасалған баспа». This idea is consistently repeated in the various senses of the word: әсер, баспа, баспа, басылым (кітаптар), жер, фон. Analyzing the English word "nest" in the same way, we can conclude that the main sign of this meaning is «қабаттай». Thus, we can explain the meaning of the expression "nest of boxes" - boxes built into each other and forming multi-layered walls. Using this method, the student is assumed to be able to give an adequate English name to any object, just like native speakers, even if they do not know the exact matches.

Only by experiencing this mental image, by trying the way of thinking of a native speaker of the language being studied, can students reduce the number of mistakes they make when using foreign language vocabulary. So, if we take the meaning of the word face "the front part of the human head" as a starting point, then we find that the meaning of this lexeme in NTM does not reveal the mechanisms of portable formation. The "non-translucent" prototypical basis of meaning makes it difficult to use this unit in an unfamiliar context. The face created on the basis of cognitive analysis acts as the core of the meaning of the word "functionally primary exterior surface (of any object)". The same semantic invariant that makes up all figurative meanings of a given lexeme: six metonymic and ten metaphorical meanings [10. p 50–51]. By mastering this concept, students can accurately translate or interpret any meaning of a given word in any new context.

It should be noted that the pronunciation methods developed within the framework of the prototypic theory of meaning are based on the position of "approach" (coincidence) or "divergence" of cognitive models representing the same elements of reality in native and foreign languages. Differences in the mental images corresponding to the lexemes of the mother tongue and the studied languages cause linguistic interference, resulting in communicative failures and other types of errors. Since the student does not have the necessary skills and knowledge to perform such an activity, it is the teacher who provides this information and the methods of searching for it. The question is whether the teacher has an appropriate methodology or an appropriate vocabulary based on cognitive principles, where the definition of a word is governed by its cognitive model or the prototypical meaning underlying the lexical meaning of that word. Thus, the methodology of foreign language teaching can use the principles of cognitive linguistics for its purpose.

In conclusion, it should be noted that while learning a foreign language, along with its grammar and vocabulary, we receive a new picture of the world. The intermediary in the process of transfer and assimilation of the foreign language image of the world is to teach, provide and control the implementation of mutual projection of communicative and cognitive structures in the process of speaking in the language being taught. The role and place of the prototypic semantics and cognitive approach, and the lexical side in particular, in the system of teaching foreign languages in general requires comprehensive research and further development. At the same time, the cognitive approach to teaching vocabulary should be considered as a systematic didactic object with methodological significance for the science of methodology. Its use provides the function of activation and developmental learning based on the realization of the laws of cognitive activity.

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# ATTITUDE-BASED SURVEY ON ENGLISH LANGUAGE TEACHING DEPARTMENT STUDENTS' TOWARDS TASK-BASED LEARNING

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## Abstract

Language teaching obtains lots of approaches; one of wide-spread is task-based learning (TBL). TBL is a modern, widely utilized approach, which tends to be student-centered. For making an effective way of enhancing new information TBLT was found efficient. This study aims to investigate students' attitude towards TBL. Research study was carried by quantitative research design. All over participants were 87(73 female, 14 male), who were current 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> year students of Yasawi International Kazakh-Turkish University. Survey was implemented to collect data, which identified students' attitude towards TBL and was sent via WhatsApp. To analyze the data the Statistical Package for the Social Sciences (SPSS) 23.0 was used. Survey consisted of 20 items, to reach the aim of the study. Analysis of Mann-Whitney U-test and Kruskal Wallis H-test performed results. After analyses it was revealed mid-positive attitude of learners. However, analysis figured out troubles of students while acting in front of class. The results of this study may suggest teachers to co-work with students out of class in order to overcome modesty. For students it was suggested to raise self-confidence.

**Keywords:** TBL, attitude, survey, ELT department students.

## Introduction

In early 1980s after appearing a Communicative Language Teaching, more emphasis were given to TBLT which facilitates learners the usage of language [1, p. 124]. TBL is directed not at the production of grammatical or lexical accuracy but mainly at the task [2]. Task-based learning is another way of teaching, where students are given concrete task to achieve usage a communication is required, furthermore it helps students with defined goal to achieve and language is instrument [3, p. 2]. As key points of class projection consist of carefully selection tasks corresponding to the topic, task completion includes pre-task, main task, post-test [4, p. 3]. Tasks are a notional part of EFL class. Types of tasks were asserted by Willis, as he claimed simple task might be one type; however task which more complicated might consist of two or more types. As a task were classified "listing": main goal which have been faced is being completed a draft version of mind-map. Then, arranging and categorizing: the main result is arranging and categorizing in accordance with specified criteria, which also has own way of development: progression, positioning, grouping, and the last is sorting. As a next types were classified contrasting, issue solving, sharing an individual experience, artistic assignments [5, p. 149]. Also, Willis pointed out the framework of TBL:

Stage 1: Pre-task

✓ Teacher introduce the topic of the lesson, gives an appropriate instructions, ensures students to get a point of the lesson

✓ Students listen carefully to the teacher, take a note of new words

Stage 2: Task circle

✓ *Tasks* must be completed by students in pairs or by group work. Teacher is surveillance.

✓ *Planning*. Students do rehearsal in order to report what are they completed make sure of draft version of an assignment. Teacher is an adviser, consult next step

✓ *Report*. Students demonstrate their report. Teacher acts as a court, chooses who will be next speaker, gives constructive feedback.

Stage 3: language focus (Analysis and Practice)

✓ Analysis. Students have complete rational comprehension of language aspects. Teacher examines activities with the class.

✓ Practice. Teacher is aware of self-confidence of learners' comprehension. Students look through another aspects which appear in the context. [5, p. 155]

TBL teaching is an effective strategy which enhances general skills as listening, speaking, writing, reading skills as well. As Bobojonova et al. claims properly chosen assignments is key tenets of TBL, appropriate assignments promotes effective completion of task and facilitate strong group work [6]. During completion a task making discussion as well is a part of TBL, where teacher and learners share opinions regarding a context [7, p. 318]. The peculiarity is that students can identify their weaknesses and mistakes in the implementation of which the teacher explains how to correct and avoid these mistakes. Students should accept their mistakes as part of improving their knowledge and the teacher only encourages the student. Otherwise, punishment from teacher, student might be found oversensitively, which will regress the process of learning. Crucial part is teachers' role which engages each learner to the lesson [8].

As Jeon and Hahn suggests that essential component of the task-based framework are purpose, evaluation, classroom setting, and activities. Each class requires an assessment, all goals, assignments must be evaluated. Evaluation might be done by their achievements based on tasks [9, p. 126]. Assessment in general meaning is necessary in order to identify all learner's knowledge skills collected during the training period. With each student's answer, the teacher subconsciously evaluates him; moreover, a highly qualified teacher is in constant assessment of the achievements of his student, regardless of whether this assessment is official or not [10, p. 45]. The purpose of assessment is to give a clear progress of the student in an objective manner. Assessment distinguishes into formative and summative [11, p. 3]. Formative assessment that is carried out during the learning process to determine the learning process and carries the second naming evaluation *for* knowledge, whereas summative assessment refers to the ended evaluation of an educational term, which come out as tests, control assignments and pertains as evaluation *of* knowledge [12, p. 1]. Learner's perception of assessment is not less important. Learners do not always correctly comprehend this or that evaluation, forehanded feedback or feedforward, feedforward is essential as well. Feedforward is directly connected to future, as recommendation for avoiding errors in future life, giving correct strategies for improving as a next step [13, p. 56], however providing feedback is directly duty of the teacher, which contains information about their intensity laxity, points the problems [14, p. 1].

#### *Purpose of study*

Purpose of current study is to examine the attitudes of undergraduate students to task-based learning.

#### *Research Questions*

1. What is the general attitude of students towards task-based learning?
2. Is there any distinction in attitudes of students' towards task-based learning regarding their gender?
3. Is there any distinction in attitudes of students' towards task-based learning regarding their years of study?

### **Methodology**

*Research design.* The data collected through survey method was interpreted descriptively. Descriptive study aims to describe the existing values. The investigating person does not change any values. Descriptive articles may not only describe but also compare values [15, p. 8].

*Participants.* In order to reach the aim, 87 participants took part in a survey. Participants were 1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup> year students of International Kazakh-Turkish University, where females were 73, males 14 participants. Convenience sampling method was used to collect the data. Convenience sampling is an easy option to collect data that was available for researcher [16].

*Data Collection instrument.* The instrument was adapted from Gardner's attitude/motivation test battery [17]. Originally instrument consists of 104 item, however in order to achieve the purpose was used only appropriate 20 items adopted by Bagheri et al. [18]. 162

Responses were ranged between “5”- strongly agree, “4”- agree, “3”- neutral, “2”- disagree, “1”- strongly disagree. According to the results of Bagheri et al. the reliability of the study was found as  $\alpha = 0.80$ . The internal reliability of current research was calculated as  $\alpha = 0.804$

*Data analysis.* To analyze a data the Statistical Package for the Social Sciences (SPSS) version 23.0 was used. As a first step, the negative items 1,14, 20 were reverse coded, which values were changed as “5-1”, “1-5”, “2-4”, and “4-2”. For responding the first research question the descriptive statistics for analyzing the general attitude of students towards task-based learning was used. Further, the test of normality was executed, which exposed that distribution of the responses was not normal. In order to compare the difference between male and female participants’ attitudes Mann-Whitney *U* test was performed. Kruskal Wallis *H* test was employed in order to calculate differences between 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> year students.

### Findings

To find out the general attitudes of students towards the Task-based learning descriptive statistics were performed, which results were shown in the *table 1*. The general concept of descriptive statistics is that it is used to describe the current state of variables [19, p. 60].

Table 1. **Descriptive Statistics**

	N	Mi nimum	Ma ximum	Me an	Std. Deviation
total	87	2,5	3,85	3,3	,30908

The values were ranged between 2.50 and 3.85, while the average value was 3.36 with standard deviation 0.30. The result of mean shows an adequate level of attitude of learners towards the use of task-based learning ( $X=3.36$ ). For giving detailed description of the items descriptive statistics were employed to the items.

The highest mean score belongs to the item 12 “It embarrasses me to volunteer General English answers in our English class” was found as  $X=3.93$ , indicating that the students don’t feel themselves confident to answer in the class voluntarily. Next item with the highest mean score is item 13 “I make a point of trying to understand English reading topics for helping my classmates in groups.” Mean of the item was found  $X=3.75$ . The results denote that relationships between group mates are close and they are willing to help each other. As a lowest results were found next items. Item 2 “I look forward to going to English class because I do various activities in my English class” indicated  $X=3,1839$ , by the result it is understandable that students are not desirable to attend English classes. Following is the item 1 “I don't get anxious when I have to answer General English questions in my English class” analysis revealed  $X=2.80$ , which shows that students feel nervous to answer the general English questions. However, the lowest score in the item 14 “I do not understand why other students feel nervous about giving roles in different topics in my class.” with the  $X = 2.55$ , considers that students with high self-confidence cannot be tolerate with students with low self-confidence.

To discover is there any distinction in attitudes of students’ towards task-based learning regarding their gender Mann-Whitney *U* test was managed.

Table 3. **Mann-Whitney U test**

	g ender	N	Mean Rank	U	p
total	fe male	73	43,99	5 10,000	,991
	m ale	14	44,07		

In accordance with the table above, it can be said that there were not any differences between male and female participants regarding their attitudes towards the use of task based learning ( $U=510$ ,  $p=.991$ ). Mean rank of female participants were  $MR=43.99$ , while mean rank of male participants, in according to analysis, were indicated  $MR= 44.07$ . Here, it is clear that male and female have equal attitudes towards the use of task-based learning.

As a last step, in order to find the answer to the third research question “Is there any

distinction in attitudes of students' towards task-based learning regarding their years of study?" Kruskal Wallis *H* test was performed. The results of the analysis were presented in the *table 4*.

**Table 4. Kruskal Wallis *H* test**

total	Year of study		N	Mean Rank	h	p
	1st students	year	7	33,36	2,458	,293
2 <sup>nd</sup> students	year	57	43,05			
3 <sup>rd</sup> students	year	23	49,59			

According to the results given in table above, there were no any statistically significant differences among the students of the first, second and third years. However, if to analyze the results according to the mean rank scores, although the attitudes of students of all courses are positive, the third year students attitudes towards using the task based learning is more positive (MR=49.59), followed by the second (MR=43.05) and first (33.36) year students, who showed the lowest scores than their counterparts.

### Discussion

The main aim was to investigate the general attitude of learners' towards TBL. The students were given a survey consisting of 20 items, in order to achieve a goal of research paper. As a point of research, results (section Findings) revealed generally positive attitude regarding TBL, which were presented in Table 1. After, analyzing attitude was carried out the descriptive analyses of each item to be clearer. The results of the highest item 12. "It embarrasses me to volunteer General English answers in our English class", can be understandable that students shy to answer voluntarily. It might be caused by occasion of being ridiculed by group mates or by the virtues of the character lack of self-confidence. In the period of studying, it might often been faced such kind of situations when students are afraid of being ridiculed by peers. However, learning language requires being brave to respond. As a next highest point of an item 13 were found "I make a point of trying to understand English reading topics for helping my classmates in groups".

Muhammad Badrus Sholeh found out one the benefits of TBL is unity of peers, where they may utilize any vocabulary and grammar they know, share opinions with each other where their trust enlarges and negotiation broads[20, p. 6]. Bhandari supports that TBL enhance collaborative learning, with the help of it students get rid of fear working in groups/pairs [21, p. 4].

Lowest results were shown in the item 2. "I look forward to going to English class because I do various activities in my English class." Here, it might be divulged the students who have desire of real intension of learning language are little. The periods after graduating schools, students are forced by their parents to study exactly in language department, that is why one of the reasons when students are not intended to attend the English class. 1. "I don't get anxious when I have to answer General English questions in my English class." Straight-A student have no troubles to reply for teachers question. 14. "I do not understand why other students feel nervous about giving roles in different topics in my class". Mostly often students with high scores are not treat with understanding to their peers, in the meeting stage of freshmen it is normal because they are not assimilated to each other and being a little bit selfish.

Goal of the second research question was to figure out distinction between male and female students. Outcomes which were shown in the Findings sections reports no distinction between male and female, and having pretty positive attitude towards TBL.

Objective of the last research question was to withdraw if there any differences between freshmen, sophomore, and junior students. Outcomes announced little difference in mean values between freshmen and junior students, reason for this is 3<sup>rd</sup> year students are adjusted to student life, and feel more confident than the 1<sup>st</sup> year student. However, the results between 1<sup>st</sup>, 2nd and

3<sup>rd</sup> year students show no significant difference.

Here defined advantages of TBL: (1) flexibility of concentration from teacher to student; (2) increasing enhancement of language, not only achieving a goal; (3) abstract knowledge utilizes in reality; (4) Assignments help to meet students' instant needs and provide the basis for creating interesting activities which will cover their interests[3].

### Conclusion

The aim of the paper was to examine learners' attitudes towards TBL. After making a survey and analysis it was revealed positive attitude of students. Furthermore, it was revealed the lack of confidence in the class. Results revealed that students have problems with self-confidence and feeling shy in front of class. Moreover, lack of confidence might be caused by atmosphere in the class.

Several suggestions were given to teachers. Teachers, generally, are playing a major role in the class.

- Tasks should be adapted to learners' levels, age, and interest.
- An atmosphere of organized task-based class must engage students' to the task.
- Teacher must have an alternative assignment for the classroom management.
- Teacher must be flexible to each situation which might exist in the class to prevail obstacles.
- Pre-service teachers must enlarge their knowledge about TBLT and correctly implement it in the future.
- Teachers should encourage students in the class. Talk to students and try to raise confidence of students.
- Co-working out of the class helps to overcome shyness.

Another suggestion made for students: (1) learn language by own desire, without force from others; (2) be adaptive to each condition; (3) boost self-confidence.

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# RESEARCH TRENDS IN MOBILE-ASSISTED LANGUAGE LEARNING FROM 2018 TO 2023

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**Abstract.** Mobile-assisted language learning (MALL) is a subfield of the growing research field of mobile learning (mLearning), which has attracted increasing attention from academics. This study provides a systematic review of MALL research in a specific area of second language acquisition between 2018 and 2023 in terms of research approaches, methods, theories, models, and outcomes in terms of language knowledge and skills. The results show that research on the use of mobile technology in different aspects of language learning supports the hypothesis that mobile technology can enhance learners' second language acquisition. However, most of the studies analyzed were experimental, small-scale, and conducted over a short period of time. There is also a lack of cumulative research; most theories and concepts are only used in one or a few articles. This raises questions about the reliability of the findings over time, with changing technologies and in terms of scalability. In terms of acquired language knowledge and skills, the main focus is on learners' vocabulary acquisition, listening and speaking skills, and language acquisition in general.

**Keywords:** Mobile Assisted Language Learning, MALL, mobile learning, second language acquisition, mobile technology

## Introduction

In today's society, people are living really interesting days in terms of technology. They have characteristics such as the digital generation who are used to multi-tasking, active, connected, and comfortable learning environments. In parallel with the development of technology, the mastery of English as a second and foreign language has become even more important in national and international communication. Therefore, it is very important to provide a favorable environment and learning environment for students to learn English. Moreover, developing various materials and methods for learning English is a major concern. It is very important to have more facilities or a new way to support learners to learn English in a different way. Due to its accessibility and universality, Mobile Assisted Language Learning (MALL) as an approach to learning English as a foreign language is considered a promising technology for teaching a language in a learning environment [1].

Davie and Hilber define MALL as the use of mobile devices such as digital personal assistants (PDAs), ordinary mobile phones, smartphones, tablet computers, and Android or mp3 players, all of which are used as educational tools to support language learning [2]. A study conducted by Kondo, M., Sakamoto, K., et al. found that MALL helped students improve their performance on the TOEIC listening and reading tests [3]. MALL also helps students to improve their writing skills [4]. This suggests that MALL applications can be used as an effective mobile language learning tool [5].

MALL is associated with the use of technology in language learning, particularly mobile phone technology. Unlike traditional learning, MALL does not require learners to sit in a classroom or at a computer to receive learning materials [6]. MALL is being developed to help students learn in new ways; it is about how students can learn anywhere, anytime. Just as students have the opportunity to learn a second language in a classroom or in a specific area, it is also possible for them to learn anytime and anywhere using their mobile phones [8]. This learning tool offers many advantages such as easy access to resources, ease of use, and low cost [9]. These factors allow language learners to access learning materials and communicate with their teachers or facilitators and peers without the time and space constraints [6].

The use of technology, especially mobile phones, in classroom activities can help to achieve learning goals such as providing support at all stages where learning is difficult, increasing student achievement, and reaching students who would otherwise not have the opportunity to participate in education [10]. Many students will be able to make better use of these opportunities, but they will still need help [11]. As there has been a great deal of research on the use of mobile phones in English language learning, and as students are increasingly interested in practicing their English language skills, researchers are interested in conducting research based on this behavior.

Due to its portability, mobile technology is a growing trend in modern life in a wide range of activities such as communication, entertainment, banking, and education [9]. One of the reasons why mobile devices are more accessible to all types of users than computers is their low cost [12]. MALL can be seen as an ideal solution to language learning barriers in terms of time and space.

This review covers a wide range of empirical research on the use and effectiveness of MALL published in English between 2018 and 2023, focusing on methodological, theoretical, and linguistic knowledge trends in second and foreign language teaching.

### Methodology

The articles cover the following topics: effects of mobile technology use in a foreign language and second language learning, learners' technology use and attitudes or intentions, empirical studies, overview and summary of MALL and CALL research (with a focus on mobile technology use), mobile technology in relation to language learning in educational settings published in peer-reviewed journals and conference proceedings during the period 2018-2023, effects of technology use on the acquisition of language knowledge and skills (reading, vocabulary learning, writing, etc.).

All identified articles and conference papers were analyzed to assess the quality of the articles in terms of theory, approach, methods, and themes applied, using the Grönlund and Anderson model [13]. After accessing the relevant literature, the measures and findings/results of the articles were analyzed. Secondly, the approach and method were analyzed to assess the credibility of the claims made in the articles. Finally, the articles were analyzed to determine the focus of language skills when using mobile technologies in second and foreign language learning and teaching. As most of the articles analyzed are from highly ranked and cited journals, the methods and approaches used can be trusted in terms of quality and reliability.

Thirty – eight studies on MALL were reviewed. The studies are discussed below.

	Year	Author	Themes of articles	
1	2018	Omer Ozer, Figen Kiliç	Presented the effect of mobile-assisted language learning environment on EFL students' academic achievement, cognitive load and acceptance of mobile learning tools	technological learning concepts
2	2018	Azli, W. U. A. W., Shah, P. M., & Mohamad, M.	Discussed of the usage of Mobile Assisted Language Learning (MALL) in English as a Second Language (ESL) learning among vocational college students	theoretical development
3	2018	Ali Abbas Alzubi	Studied the impact of Mobile Assisted Language Learning on learner autonomy in EFL reading context at Najran University in Saudi Arabia	technological learning concepts
4	2018	Qian Kan & Jinlan Tang	Investigated Mobile- Assisted Language Learning among adult distance learners in China.	theoretical development
5	2018	Mojdeh Ebrahimi Dehkordi	Discussed Iranian male and female EFL learners' perceptions toward the use of Mobile Assisted Language Learning.	theoretical development



6	2018	Yoon Jung Kim	Examined the effects of Mobile-Assisted Language Learning (MALL) on Korean college students' English-Listening Performance and English-Listening anxiety	technological learning concepts
7	2019	Fidel Çakmak	Presented a conceptual framework of MALL design principles and dimensions, and review existing MALL studies	theoretical development
8	2019	Ali M. M. et al.	Discussed Pakistani learners' perceptions regarding Mobile Assisted Language Learning in ESL classrooms.	technology – centered concepts
9	2019	Qing Ma & Tai Po	Studied university L2 learners' voices and experience in making use of dictionary apps in Mobile Assisted Language Learning (MALL)	theoretical development
10	2020	Darsih, E., & Asikin, N. A.	Discussed EFL learners' perceptions toward the use of mobile applications in learning English	theoretical development
11	2020	Okumuş Dağdeler	Examined the effect of Mobile Assisted Language Learning (MALL) on EFL learner's collocation learning	theoretical development
12	2020	Qi Xu	Applying MALL to an EFL listening and speaking course: an action research approach	technological learning concepts
13	2020	Alhadiah, A.	Studied EFL learners' experience of a MALL based vocabulary learning tool	theoretical development
14	2020	Nariyati N. P. L. et al.	EFL pre-service teachers' perception toward the use of mobile assisted language learning in teaching English	technology – centered concepts
15	2020	Mehedi Hasan <sup>1</sup> , A. B. M. Shafiqul Islam	The effectiveness of Mobile Assisted Language Learning (MALL) on ESL listening skill	technological learning concepts
16	2020	Muntaha Sabbar Jebur	The Use of Mobile –Assisted Language Learning (MALL) by Iraqi EFL College Students' and their Attitudes Towards it	theoretical development
17	2020	K.S. Dewi et.al	QUIZZ effect on students' grammar mastery in higher EFL classroom based Mobile Assisted Language Learning (MALL)	practical development development
18	2020	Ali M M., Asad Z., MoghalS.	Utilizing Mobile Assisted Language Learning (MALL) for Teaching English to Non-Formal Learners in Pakistan	technological learning concepts
19	2020	Soulaya Lestary	Perceptions and Experiences of Mobile-Assisted Language Learning for IELTS Preparation: A Case Study of Indonesian Learners	technology – centered concepts
20	2020	Olga Viberg et. Al.	Mobile-assisted language learning through learning analytics for self-regulated learning (MALLAS): A conceptual framework	practical development
21	2020	Pham Thu Tra	Mobile-assisted language learning in a university context in Vietnam: students' attitudes	technological learning concepts
22	2020	Alfi Hidayatu Miqawati	Pronunciation learning, participation, and attitude enhancement through MOBILE ASSISTED LANGUAGE LEARNING (MALL)	theoretical development
23	2020	Mariam Al-Shehab	The Role of Mobile-assisted Language Learning (MALL) in Enhancing the Writing Skills of	technological learning

			Intermediate IEP Students: Expectations vs Reality	concepts
24	2021	Butarbutar R. et al	Using Mobile-Assisted Language to Encourage EFL Learning among Indonesian Learners of English	theoretical development
25	2021	Rui Li	Effects of Mobile-Assisted Language Learning on EFL/ESL Reading Comprehension	theoretical development
26	2021	Muhammad Mooneeb Ali	Exploring the effects of Instagram as a Mobile-Assisted Language Learning tool on EFL learners	practical development
27	2021	Cicih Nuraeni	Maximizing Mobile-Assisted Language Learning (MALL) amid Covid-19 Pandemic: Teachers' Perception	technology – centered concepts
28	2021	Sulaiman Alnujaidi	Adoption of Mobile Assisted Language Learning (MALL) in Saudi Arabian EFL Classrooms	technological learning concepts
29	2021	Rahmah Fithriani	The Utilization of Mobile-assisted Gamification for Vocabulary Learning: Its Efficacy and Perceived Benefit	practical development
30	2021	Namaziandost E. et al.	An Account of EFL learners' Vocabulary Learning in a MobileAssisted Language Environment: The Case of Rosetta Stone Application	technological learning concepts
31	2022	Kyeong-Ouk Jeong	Facilitating Sustainable Self-Directed Learning Experience with the Use of Mobile-Assisted Language Learning	practical development
32	2022	Lei X, Fathi et al.	The Impact of Mobile-Assisted Language Learning on English as a Foreign Language Learners' Vocabulary Learning Attitudes and Self-Regulatory Capacity	technological learning concepts
33	2022	Safiye İpek Kuru Gönen and Gülin Zeybek	Training on multimodal mobile-assisted language learning: a suggested model for pre-service EFL teachers*	theoretical development
34	2022	Phetsut, P., & Waemusa, Z.	Effectiveness of Mobile Assisted Language Learning (MALL)-Based Intervention on Developing Thai EFL Learners' Oral Accuracy	technology – centered concepts
35	2022	Mohammad Aliakbari and Mahsa Mardani	Mobile-Assisted Language Learning and Its Effects on Learners' Speaking Development	technological learning concepts
36	2023	Rui Li	Effects of Mobile-Assisted Language Learning on EFL Learners' Listening Skill Development	technological learning concepts
37	2023	Marsika S. et al.	Mobile Assisted Language Learning (MALL): Exploring the Students' Experience on Listening Activities	technological learning concepts
38	2023	M.Labib Al Halim & Moh. Arifin	The use of YouTube as a supporting media for learning English through MALL (Mobile Assisted Language Learning) approach during limited face-to-face learning	technological learning concepts

## Discussion and Conclusion

This review has attempted to provide an overall picture of research trends in MALL with a focus on second and foreign language acquisition published since 2018 in terms of research approaches, methods, theories, models, and results. Which theories, research approaches, and

methods are used when analyzing MALL? Which aspects of MALL are being researched? What are the results obtained so far and what research gaps exist?

When the research topics of the articles were analyzed, three main categories were found, namely "technological learning concepts" (e.g. mobile device-supported peer-assisted learning), technology-centered concepts" (e.g. SMS-based learning), and "learning environment. " with two subgroups: "theoretical development" (e.g. contextualized meaning making) and "practical development".

Three main themes were identified. Firstly, technological concepts of learning, where mobile learning and MALL, in particular, are often seen as separate forms of learning, often alongside more established learning theories such as constructivism and collaborative learning. A range of other approaches to learning such as situated learning, mobile learning; authentic learning, and self-paced learning are discussed when exploring individuals' adoption and integration of mobile technologies in their language learning.

Second, techno-centered concepts focus on technology itself as a means of communication between the learner and the content as well as teacher and learner where a shift from sms-based learning towards the development and use of mobile language learning applications in form of intelligent multimedia tutorial systems is noticeable.

Finally, the learning environment theme focuses on theoretical development and practical aspects of such environments. Much attention is paid to the different contexts of formal and informal learning, and how mobile technologies are available and can contribute to the individual's language learning acquisition in these different situations

In terms of acquired language knowledge and skills, most of the articles reviewed examine vocabulary acquisition, listening and speaking skills, and language acquisition in more general terms. The review finds several suggestions for the benefits of language learning in the use of MALL, such as integrating mobile technology into both formal and informal contexts; the 'fun' moment when engaging learners in authentic learning contexts; the contribution of learners to the construction of learning content; the use of mobile devices to support the practice of acquiring listening and speaking skills effectively, etc.

There are also a number of studies that attempt to analyze the results in terms of learners' language proficiency. However, as most of the studies were implemented in a short period of time and involved a small number of participants, the results are not conclusive in this respect.

Are there research challenges that require further research in the field of MALL research and what can be suggested for further research?

There are no empirical studies that provide concrete evidence on how the use of mobile technology can improve an individual's language learning outcomes. Longer studies and larger test groups are needed to ensure reliability. In terms of language knowledge and skills, there is a need for more empirical cases that more specifically test how mobile technology can support and improve learners' writing process, reading comprehension, pronunciation performance, and second language grammar acquisition.

There is also a need for empirical research investigating possible changes in individuals' learning strategies when using mobile devices in language learning in order to make the language acquisition process more effective and to influence second and foreign-language proficiency outcomes. It would also be useful to analyze the interconnection between individuals' learning strategies, learning styles, and mobile technology use. Such knowledge would be an important contribution not only to educators and learners but also to system developers. From a pedagogical point of view, research on how the use of mobile technology affects individuals' time management when learning a new language is necessary to understand whether this technology can open up additional learning opportunities, for example in terms of time occupied.

Overall, more theory-generating research is needed that develops the theory of mobile learning in MALL and builds new theoretical models to distinguish the field from other types of technology-assisted learning such as CALL.

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# POSSIBILITIES OF CLIL TECHNOLOGY APPLICATION IN TEACHING ENGLISH TO ENGINEERING STUDENTS

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**Abstract.** The article discusses the possibilities of using CLIL technology in teaching English to engineering students. Practical recommendations are given on the organization of practical classes in English with complete immersion of students in the language environment in a foreign language, which is achieved using only non-translating teaching methods and methods of integrated teaching of the English language (CLIL - Content Language Integrated Learning). Particular attention is paid to the description of methods aimed at improving communication skills and bringing to automatism certain language clichés used by native speakers, which is achieved by using only authentic material. The author pays special attention to the development of students' unprepared speech skills in English. That is achieved by using visual aids, audio and video materials, presentation materials prepared in Microsoft Power Point, Prezi and other information and communication learning tools in the classroom, as well as conducting classes in non-traditional form (trainings, knowledge auctions, quests, quizzes and travel classes, "brainstorming" and others. In general, the use of the CLIL technology contributes to the further improvement of English communication skills and the acquisition by students of such a level of language competence in a foreign language, which will allow them to independently study literature in their specialty, communicate directly with partners from foreign countries, and be acquainted with their work experience.

**Key words:** English, CLIL technology, integrated English language teaching, professional terminology, innovative teaching methods, and information and communication technologies.

## Introduction

Nowadays, the role of the Republic of Kazakhstan in the international economic and political space has significantly increased. Our country remains attractive for a large number of foreign investors, and therefore the large influx of foreign specialists working in various industrial companies is understandable. In this regard, the importance of English as one of the most significant means of intercultural and business communication by citizens of the republic is undoubted.

The current Dulatov University students are the future professionals of companies dealing with mechanical engineering, IT (information technology) and software development, automation and control system engineering, robotics, financial, railway, energy and other very crucial issues.

Therefore mastering English is the strategic point for them to be in touch with the modern technologies and boost to the prosperity of our country. The first leaders of the country have repeatedly paid attention to the importance of learning and knowledge of the English language. So, in January 2017, in the annual Address to the people of Kazakhstan "The Third Modernization of Kazakhstan: Global Competitiveness", the First President of the country Nursultan Nazarbayev noted that "today English is the language of *new technologies, new industries, new economy*. Currently, 90% of information is created in the world in English. Its volume doubles every two years. *Without mastering the English language, Kazakhstan will not achieve national progress*" [1, p. 9].

The university educational process is based on the principles of visibility, logics, scientific character and the implementation of interdisciplinary communications. The English language is considered, first, from the point of view of a means of obtaining and exchanging information on the specialty, which contribute to improving the level of professional training of university students.

At the present stage of development of our society, English is one of the main means of international communication. None of the areas of activity of a modern qualified specialist is

impossible without knowledge of the English language.

Knowledge of the English language contributes to the familiarization of students with various sources of information, including using the latest information technology tools, including the global computer network "Internet", especially information that is presented only in English. Moreover, the relevance and necessity of the implementation of this program is determined by the demands of employers and the needs of the labor market in highly qualified personnel who use English in their professional activities.

## Methods

We have outlined the importance of English learning by our students. English is necessary both for establishing effective communication and for reading special, technical literature and introducing international innovations and technologies. In this regard, we consider the appeal to the issues of improving the methodology of teaching English very relevant and significant.

The effectiveness of teaching English, like any other subject, largely depends on the methods used by a particular teacher during the lesson. The learning technology, which makes it possible to ensure the achievement of the set goals with the greatest efficiency, is an *integrative approach*, which is based on a principled assessment.

Integration is the unification into a single whole of previously disparate parts and elements of the system based on their interdependence and complementarity in any component of the pedagogical process. [2, p. 67]

If interdisciplinary communication is based on the functional-target similarity of the content of different academic subjects, then integration expresses a tendency to combine elements into a whole due to complementarity, compaction, and unification.

Therefore, an integrative approach to teaching the language of a specialty, which foreign scientists called CLIL (Content and Language Integrated Learning), is an integrated teaching of the content of the subject and a foreign language or subject-language integrated learning. [3, p. 29]

CLIL encourages the use of programs that develop the interpersonal, intercultural and language skills that are in demand by today's employers. In general, integrated teaching of the content of the subject has two goals, namely, the study of the subject through a foreign language, and a foreign language through the taught subject.

Scientists identify the so-called "4 Cs" as the basis of CLIL:

1. Content - the content aspect of the subject discipline;
2. Communication - the communicative aspect, oral and written communication in the specialty;
3. Cognition - cognitive aspect, in the process of learning a language and a special subject, students develop cognitive abilities;
4. Culture is a socio-cultural aspect, in the course of learning a language; students are acquainted with the culture of the country of the language being studied.

The main properties of CLIL based lessons can be identified the following way (Figure 1):





Figure 1

In general, at Dulatov University, teachers of English are actively introducing communicative approaches in teaching listening, reading, speaking and writing skills. The process of teaching English meets the requirements of modern Kazakhstani society and combines all the best and most advanced technologies used in foreign language methodology.

Further, we shall have a look at various methods based on CLIL technology used at Dulatov University English practical classes.

For example, we should mention the so-called *competence-based approach* to language teaching that is regarded as one of the main CLIL tools effectively introduced during the lessons. Generally, competence-based approach to language teaching does much for boosting students' activity, which is realized through the introduction and implementation of an activity approach to language teaching. Moreover, when teaching English for specific purpose at the university, a competency-based approach is of particular importance, the main goal of which is not only to equip the students with knowledge, but also to prepare them for life.

Students' motivation plays a great role and it is targeted by the performance of creative tasks frequently performed in small groups. The use of various visual aids of information and communication technologies and game technology, that is realized in creation the environment similar to situations of reality also provide the effectiveness of the lesson.

The most important feature of CLIL technology is complete "immersion" in the language environment, which in its turn is achieved by the active use of various methods. In particular, the process of teaching English to engineering students of Dulatov University is characterized by the use of authentic materials in the formation of speaking and listening skills in English, interactive methods, multimedia technologies, consisting of a number of computer training programs and audiovisual teaching aids, contextual improvisation and role-playing games and etc. Moreover the following CLIL method conscious-communicative method, considered the basis for students' activity and efficiency in getting communicative skills.

Asking and answering problem questions, discussion of the most valuable and urgent issues support for the developing of student's critical thinking skills. Critical thinking skills can be improved by the use of the situational modeling method. Moreover, the implementation of experimental technology for creating a language portfolio as well as the project-based learning technology can also provide the set goals realization. Conducting classes in the form of trainings are not simply "interesting way of a lesson conducting", but also makes students feel free in communicative environment and get fluency in situations related to real ones.

When organizing English teaching educational process at the University, one should keep in mind the fact that one of the most important approaches regarded as the effectiveness guarantee is interactivity. The main feature of *interactivity* is the active interaction of students, when literally none of the students is left aside. Moreover, the learning process itself is organized

in such a way that the tasks are not only aimed at and not so much to consolidate the already studied material, but rather to learn new things.

## Results

Let's consider the main results for the use of the above-mentioned CLIL technology tools during practical classes for engineering students.

The fulfillment of *creative tasks* requires students not only to simply reproduce information, but encourages them to search for their own solution. The main goal of such training is not only to develop students' basic knowledge of a professional language, but also to acquire practical skills in its application in scientific, experimental and research work.

*Working in small groups* is one of the most effective strategies, the implementation of which, first, contributes to the individualization of learning and taking into account the individual abilities of students, allows students with weaker language skills to feel more relaxed and confident. The effectiveness of the work of students in small groups depends on the correct formulation of the tasks themselves, which must be compiled taking into account the real capabilities of the trainees and time management.

*Game technology* is one of the most frequently used means of activating the speech activity of schoolchildren, however, within reasonable limits and well-thought-out forms, the use of games in the classroom of a professionally oriented language can be fully justified. However, one important point should be taken into account. A professional register of English necessary for further practical use is studied by 3rd year students, i.e. a rather "adult" category of students, and therefore the game, or rather its content, should not stand out from the general focus of the material being studied and should not serve as a kind of distraction from the general outline of the lesson.

As we have already mentioned, currently, English teaching at the University is also aimed at *developing students' critical thinking*. This technology is aimed at improving the effectiveness of training; increasing interest both in the material being studied and in the learning process itself. The students better their ability to think critically and work collaboratively by seeking answers to problematic questions. The technology for developing critical thinking skills includes brainstorming and involves equal partnerships, both in terms of communication and in terms of constructing knowledge that is born in the learning process. Working in the critical thinking technology mode, the teacher *ceases to be the main source of information, and, using technology techniques, turns learning into a collaborative and interesting search*.

*Situational modeling* is another of the most effective methods of teaching English at the University. This method allows students to apply the knowledge acquired in the classroom in other previously studied disciplines in language classes, to enter into a variety of relationships in anticipated life situations or situations as close as possible to real ones, where the construction of situational models actually takes place.

*Project-based learning technology*, which is a combination of research, search, problematic methods, is actively used both in teaching the English language course and in teaching University students the professional register of the English language. The technology of project-based learning is aimed primarily at developing such personal qualities of students as independence and initiative, allows taking into account the individual interests of students, contributes to the development of their creative abilities and develops their imagination and curiosity. The project method improves students' research skills, teaches them to work in a team, lead a discussion and solve problems. The project method can be used in the study of almost any lexical topic from the simplest, such as "My Family", "Our University", to more complex professional topics. For example, the following project topics can be offered to students. They are the following - "The use of computing technologies in the modern world", "AI use", "Smart technologies and smart life", "Robots and cobots use", "Discussing the new innovative technologies used in mechanical engineering in the modern world", "VR vs. AR" ("Virtual reality vs. Augmented reality") etc.

The use of experimental technology *for creating a language portfolio* allows the students themselves to see their own progress in learning English. "Language Portfolio" is a set of documents that includes independent work of students, essays, abstracts, presentations, etc. 178

prepared by students not only in preparation for practical classes, but also in the classes of SIBS (independent work of students under the guidance of a teacher) and IBS (independent work of students) for a certain period of study.

## Conclusion

Therefore, it is no coincidence that the appeal to CLIL technology is proved, as one of the most effective areas in teaching engineering students the English language. The use of CLIL technology helps students master the oral and written register of the English language, which is necessary for communication both at the level of everyday and professional communication, which will significantly increase their level of competitiveness in the modern labor market.

The use of the CLIL technology at DU English teaching process, realized by the use of a various number of methods and tactics, is very effective and aimed at the achievement of the desired goal and results.

Firstly, the implementation and use of CLIL methods support greatly to mastering students' communicative speech and become the guarantee for their ability to be fluent in the English-speaking environment.

Secondly, the ability to communicate at the so-called "everyday level" and serves as the basis that is necessary for further self-education and self-improvement in the profession chosen by students.

Thirdly, since none of these methods can be used in isolation, most often to achieve the goals of a particular lesson and the entire process of teaching English as a whole, their reasonable objective and task formation, combination of various forms of activity and integration is necessary.

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## Appendix

Further there are examples of tasks used during the practical classes in English for 1st year students of the educational program "Robotics Systems" on the topics "Family" and "University classes" based on the use of CLIL - technology of integrated teaching of the English language.



1. To start the discussion on topic the students are offered the task, presented on the above shown image (Figure 2);, illustrating the idea that "family is the most valuable thing". The students are asked to give their arguments supporting the truth of the very idea.

Figure 2

2. To go on with the “family topic discussion students are given that kind of situation (Figure 3): where they should act as “a parent”.

**Which of the statements is the most proper one:**

- Children are a mirror in which their parents are reflected.
- A happy family is a family where everyone tries to hear and understand each other.
- One of the best ways to unite a family is to spend more time together.

Figure 3  
3. The next task (Figure

1. A baby brought home a kitten. The kitten is dirty and maybe even in its coat there are a lot of fleas.
- a) offer the child to wash, feed and leave the kitten at home, only on condition that the child himself will care for it.
- b) tell the child to take the kitten to the place where he brought it from.
- c) try to explain to the child that it's impossible to leave the kitten at home, as Mom (Granny) is allergic to animal hair.
- d) offer the kid to take the kitten to an animal shelter.

4): is to discuss the following ideas. All the students can be divided in 3 smaller groups, each choosing one statement

Figure 4

4. There is an example of a “vocabulary boosting” task (Figure 5); students should paraphrase the underlined word-combinations using their active vocabulary.

Figure 5

**Paraphrase the underlined expressions in other words.**

- ❖ My family have boosted confidence in myself and made me feel loved.
- ❖ My parents and siblings have always been the pillars for my strength and power.
- ❖ They haven't let me fall, inspiring, encouraging and supporting me.

5. Students are offered to write an essay on the topic “Family can help a person to become successful: yes or no?”

6. Students are offered to study the following table of **Robotics system Curriculum** and connect the names of Academic major, minor and applied disciplines given in Russian with their appropriate English equivalents:

	<i>Russian names of RS main and applied disciplines</i>	<i>English names of RS core and applied disciplines</i>
1	Материаловедение и технология конструкционных материалов	a) Physical Education A.
2	Теоретическая и прикладная механика	b) Algorithms and data structures
3	Алгоритмы и структуры данных	c) Materials science and technology of structural materials.
4	Введение в мехатронику и робототехнику	d) Philosophy
5	Введение в академическое письмо	e) Calculation and design of machines and mechanisms
6	Расчет и проектирование машин и механизмов	f) Introduction to academic writing
7	Объектно - ориентированное программирование	g) Field trip/ internship
8	Взаимозаменяемость, стандартизация и технические измерения	h) English for everyday use
9	Основы мехатроники и робототехники	i) Introduction to mechatronics and robotics
10	Физическая культура	j) Interchangeability, standardization and technical measurements
11	Английский язык для повседневного использования.	k) Object Oriented Programming

12	Английский язык в коммуникативных ситуациях	l) Fundamentals of mechatronics and robotics
13	Философия	m) Theoretical and applied mechanics
14	Производственная практика	n) English in communicative situations

7. The task is to study the table of the exercise 1 once again and name which of those disciplines:

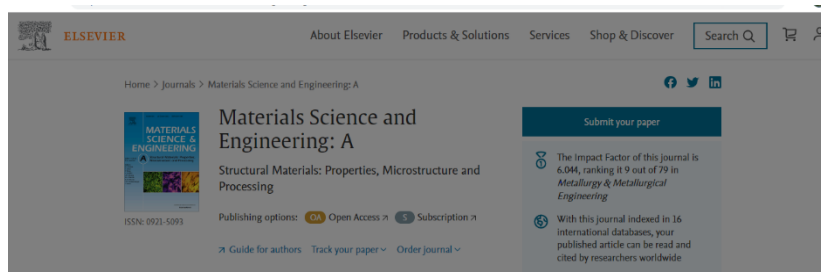
- Are your major or core subjects
- Can be considered an academic basic fundamental scientific ones
- Are necessary for developing essential body management skills
- Can be treated as applied or minor subjects

8. Students should complete the following sentences, using the info of the exercise

- Robotics systems students learn \_\_\_\_\_ discipline in order to be proficient in a formal style of writing various papers including scientific articles and publications.
- Students' communicative skills on foreign language writing, reading, listening, speaking can be developed in the course of \_\_\_\_\_ study.
- \_\_\_\_\_ classes teach students such fitness skills as being healthy, strong and dexterous that they will use throughout their entire lives.
- During the lectures on \_\_\_\_\_, students learn the fundamental nature of knowledge, reality, and existence.
- To be good at \_\_\_\_\_ students should have some knowledge of Physics.
- The following disciplines such as \_\_\_\_\_ are closely connected with General Computer Science.
- During your \_\_\_\_\_ you will attend a definite industrial enterprise so as to develop practical skills and implement the theoretical content of Academic Major subjects into practice.

9. Students have to look at the list of Robotics curriculum disciplines and write sentences about those subjects they have been learning this term.

10. Students are asked to look at the following image and try to give an example of a scientific paper headline you can write on a particular question of Robotics in that Academic Journal.



# THE STUDY OF THE PROBLEM OF THE DEVELOPMENT OF THE COMMUNICATIVE CULTURE OF FUTURE ENGLISH TEACHERS IN THE PSYCHOLOGICAL AND PEDAGOGICAL LITERATURE

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**Annotation.** At the present stage, society is at the origins of a revolution in which our normal life skills are radically changing, the world is entering a period of deep and intensive changes in the technological, economic and social spheres. This situation is connected with the fourth industrial Revolution, in which there are huge changes in scale, unprecedented size and complexity. In this regard, it is obvious that there are contradictions between the demand of society for the development of the communicative culture of future English teachers and the theoretical and methodological justification of the content of higher education in the development of their communicative culture; between the obvious need for professional education of future English teachers in this context and the lack of a systemically sound Unified structural and content model, methodology for the development of communicative culture. The search for the correct solution to these contradictions requires studying the problem of the development of the communicative culture of future English teachers in psychological and pedagogical literature.

**Keywords:** culture, communication, competence, communication, communicative culture.

The current stage of World Development is determined by the rapidly developing processes of the Fourth Industrial Revolution, in which the role of human capital becomes even stronger. The breakthrough in the field of modern political, economic and social models requires people acting independently to recognize themselves as part of a system of power that provides for collective forms of interaction.

Factors determining development: school, changes in technologies, globalization, new students, cultural and social diversity, new requests of the family, society, state, new requirements for educational results (skills and competencies of the XXI Century), new content of education, new types, technologies and means of training, continuing education-career trajectory the basis of social and professional success

Higher pedagogical education in Kazakhstan today undoubtedly fulfills a responsible mission as one of the national priorities, since pedagogical education is an area formed by the intellectual potential of the nation. This can be guaranteed by comprehensive measures in the development of education carried out at the state level in this direction.

Therefore, the social order of society for specialists in the field of other-language education is constantly changing.

In determining the study in the psychological and pedagogical literature of the problem of the development of the communicative culture of future English Language teachers, We take as a basis the works of foreign scientists as C. Kramsch, A.Samovar, Richard E. Porter, R.Edwin McDaniel, R.L.F. Gómez, R. M Faneca, T.C. Chao [1-5], the works of domestic scientists S. M. Zhakupov, zh.I.Namazbaeva, M. A. Perlenbetov, F. Orazbayeva, M. Kh.Baltabaev, K. M. Berkimbayev, zh.I.Namazbaeva [6-12], etc.

N. I. Gez provides for the additional formation of the main features of the cultural linguistic personality by students for the purpose of education in a foreign language [13]. And E. I. Passov formulated the goal of modern foreign language education as "the goal of modern foreign language education is the development of personality in the dialogue of cultures." In this definition, the role of the individual, the individual in the process of other-language education is clearly manifested [14]. The uniqueness of the cultural concept of the content of foreign language education, developed by E. I. Passov, we see in the fact that for the first time the content was defined as a spiritual, not material substance.

According to this concept, the content of Foreign Language Education serves as a foreign language culture. A foreign language culture is understood as a part of the general culture of 182

mankind, in which the future English teacher can master a communicative foreign language in the process of education in cognitive (cultural studies), developmental (psychological), educational (pedagogical) and educational (social) aspects. In modern science, there are several definitions of the concept of "foreign language education".

In research of Kunanbayeva S. S., the theoretical and methodological base, which is an intercultural and communicative theory of teaching foreign languages, is substantiated as a separate area, different from language education [15].

The features of modern civilization allow researchers to call it informative. In this context, the role of communicative culture will increase, which will become a tool and basis for managing communicative processes in various spheres of human life, including the training, education and development of the younger generation. In this regard, the study of the development of the communicative culture of future English teachers requires revealing the essence of the concept of "communicative culture", studying its theoretical foundations, accumulated experience.

Education is a communicative process. At the center of this process is the teacher, since the relationship between the teacher and the student is one of the main forms of mutual communicative action, through which the millennial wisdom accumulated by mankind from generation to generation is transmitted.

In modern science, there are a number of definitions of the concept of "communicative culture". However, there is no consensus on this question. The concept of "communicative culture" combines in itself the concepts of "culture" and "communication".

The term "culture" (lat. cultura-processing, cultivation, upbringing, education, development, dedication) in its essence is close to the essence of such pedagogical categories as "education", "upbringing", "development". The origin of the term "culture" comes from Latin and originally meant the existence and cultivation of soil. Subsequently, the term "culture" acquired the widest and most generalizing meaning [59]. The concept of "culture" has more than 250 definitions in western European literature, and more than 500 definitions in science today. Culture is equated with education and intelligence. According to E. Hall, "culture is communication, and communication is culture." Taking this opinion as a basis, many Western scientists argue that at the heart of culture are cultural values and norms, and its peak is the individual behavior on which it is based and is reflected, first of all, in relations with other people.

The term "communication" (lat. communicatio- to do something in common; communication;) is used in three meanings: 1) a message; 2) form of communication; 3) act of communication, message of information. This concept is used in various areas of human activity, where there is a process of information circulation.

In our research, we use the concept of "communication" and the concepts of "relationship" as synonyms.

V. E. Abaev considers communication as a semantic aspect of social interaction and notes that the message is carried out directly or indirectly. According to the scientist, the communication process and actions are distinguished by the type of communication between the participants-interpersonal communication, public, verbal communication (written and oral), paralinguistic (facial expression, melody, etc.) [16].

In our research, we take as a basis the opinion of the outstanding scientist A. A. Leontiev. Replacing the concept of "communication" with the concept of "relationship" and vice versa, the author concluded that "communication (communication) is not just a process of external interaction of isolated individuals, but a way of internal organization and internal evolution of society of a single nature." [17].

The communicative culture of the future English teacher is directly related to his communicative competence.

The concept of "communicative culture" is broader in content than the concept of "communicative competence". Secondly, communicative competence reflects the process of developing the communicative culture of the future English teacher. Thirdly, the communicative competence of future teachers of the English language is a instrumental element of the

communicative culture of the individual, since it includes the ability to effectively use the means of communication, skills, skills and constantly developing communicative knowledge.

In this regard, let's look at the definitions given to the concept of communicative culture (Table 1)

Consequently, "communicative culture is a set of knowledge, skills that provide purposeful and effective interpersonal interaction on the basis of the correct choice and use of communication tools, as well as forecasting the influence of opinions on interlocutors, obtaining information in the context of oral and written communication."

The future teacher must have the following communicative abilities:

- purposefully organize the relationship and manage it;
- ability to organize joint creative activities with students.

In the context of pedagogical ethics, communicative culture is considered as "a high degree of mastery of communicative processes in which the individual is able to distinguish its most important components – reciprocity and reciprocity."

For a person with a high level of communicative culture, the presence of the following psychological characteristics is characteristic:

1. developed empathy-the ability to see the world through the eyes of others, how to understand it.
2. kindness is not the understanding of people with good intentions, quality, but the support of their actions, readiness for the universe.
3. authenticity – the ability to be oneself in relationships with other people; accuracy-the ability to talk about one's real worries, opinions, actions, be ready to answer questions unambiguously.

Table 1-definitions of "communicative culture"

Research scientist" definition of communicative culture"

<i>Scientist</i>	<i>Definition to the communicative culture</i>
1	2
Mychko E. I. [18]	"communicative culture is a relationship to the surrounding environment, to other people, aimed at the formation of material and spiritual values that develop it as an individual."
Solovyova O. V., Anikeeva N. P. [19]	"communicative culture - a systematic element of the educational process in a higher educational institution".
Beregov I. L. [20]	"knowledge, norms, values, skills, motives, patterns of behavior and their free, harmonious, natural implementation of communicative culture in the process of control and regulation of communication, the ability to cooperate with the help of linguistic and non-linguistic means of communication in the process of solving pedagogical tasks. Therefore, communicative culture is a concept that characterizes all the features of culture in general.
Smorchkova V. P. [21]	"The communicative culture of a teacher is a system of ethical and informational - semiotic achievements achieved by a specialist using any signs of professional-communicative interaction with the environment."
Aukhadeeva L. A. [22]	"communicative culture as a universal phenomenon is a prerequisite for the formation and development of professional competence and, occupying an important place in the professional culture of a teacher, has a significant impact on his competence and competence."
Bityutskaya N. N. [23]	"communicative culture is a holistic phenomenon aimed at the development of students as part of professional culture."
Yakusheva S. D., Lyashenko N. A. [24]	Communicative culture-a part of the pedagogical culture of a teacher, which includes motivational-value, information-content and technological aspects; the degree of mastery of the experience of updating and implementing the pedagogical culture of a person in the process of communicative support of pedagogical activity and improving professional skills, and as a result.



4. Be sincere –the ability to speak and act directly [25].

Having formulated the above theoretical analysis, the definitions given to the concept of communicative culture in pedagogical research can be grouped as follows: as a communicative competence, the quality of a person who combines cultural values and the experience of emotional-value communication with professional activity; as a professionally significant quality of a person, the combination of communicative skills, values and experiences that allow achieving mutual understanding of the subjects of the educational process; knowledge, skills, skills in the field of organizing human interaction, which allows you to establish contact with partners, achieve clear perception and understanding in the process of communication, predict the behavior of partners.

An analysis of scientific research has shown that at present there is no single way to define the concept of "communicative culture" in pedagogical reality.

Based on the above theoretical studies, we have defined the communicative culture of the future English teacher as the constituent of the general culture of the personality, which ensures the achievement of mutual understanding in the organization of interpersonal professional communicative oral and written communication, the acquisition of purposeful and effective information.

In connection with our research problem, it is necessary to identify its constituents based on the formulated definition of the communicative culture of the future English teacher.

I. L. Beregova reflects the structure of communicative culture as a combination of content, motivational and individual–activity components [26].

Sutugin identified the following main components and relevant criteria for the formation of communicative culture as follows [27]:

- education (leading criterion-language and culture of speech);
- activity (leading criterion-communicative freedom);
- motivational-regulatory (motivation for communication, the level of empathy formation);
- purposefulness (successes in the relationship situation);
- organizational (organizational skills of students);
- assessment (communicative management, reflection) effectiveness (general cultural), which allows you to monitor the level of development of communicative culture of students and optimize the educational process.

In the course of the study of scientific works, it was found that the components of communicative culture are identified differently by many authors (Table 2).

Communicative culture is manifested in the knowledge of a future English teacher to establish humanistic, personality-oriented communication in the course of communication: -orientation towards recognition of positive qualities, strengths, importance of others; -ability to empathize, understand and take into account the emotional state of another; - ability to give positive feedback to others; - motivation of other activities and achievements; - specific communicative abilities: greeting, communicating, asking questions, answering, actively listening, evaluating, asking, supporting, rejecting, etc. ; - respect for oneself, knowledge of one's own strengths, the ability to use them in their activities; - the ability to provide pedagogical support for the organization of joint activities and interpersonal communication; -culture of speech [28, 29].

Table 2-Definition by researchers of the components of the concept of" communicative culture"

Author	Components of communicative culture
I. A. Zimnyaya	1) culture of speech ethics;
I. N. Gorelov	2) culture of thinking;
E. M. Vereshchagin	3) language culture;
V. G. Kostomarov	4) speech culture;
	5) somatic culture of communication (body).

A.V. Mudrik	<ul style="list-style-type: none"> <li>- properties of the psychological personality, including social attitude, empathy, manifestation of communicative activity; openness, flexibility, features of non-standard thinking;</li> <li>- a social attitude that is not interested in the result, but in the process of communication and cooperation.</li> </ul>
E.V. Rudensky	<ul style="list-style-type: none"> <li>- creative thinking</li> <li>- culture of speech activities,</li> <li>- self-preparation for the relationship,</li> <li>- flexibility of movements in a relationship situation,</li> <li>- culture of perception of communicative actions of a communication partnership,</li> <li>- culture of emotions,</li> <li>- communication skills.</li> </ul>
I. I. Rydanova	<ul style="list-style-type: none"> <li>- -to the pedagogical activities of the teacher and the optimal communication and joint activities of students;</li> <li>- emotional and cognitive activity, creative search and cooperative communication;</li> <li>-compliance with moral and ethical standards in business, communication between a teacher and a student.</li> </ul>
A. G. Samokhvalova	<ul style="list-style-type: none"> <li>- communication skills,</li> <li>- communication skills,</li> <li>- communicative education,</li> <li>- communicative tasks.</li> </ul>
G. S. Vasiliev	<ol style="list-style-type: none"> <li>1) Gnostic-the ability to understand other people;</li> <li>2) expressive-the ability to express oneself;</li> <li>3) interactional – the ability to actively influence the partnership in the relationship.</li> </ol>

As a result of the analysis of the study in the psychological and pedagogical literature of the problem of the development of the communicative culture of future English teachers, we identified the components of the communicative culture of the future English teacher-communicative competence, communicative tolerance in interpersonal communication with participants in the educational process, empathy, a tendency to productive organizational and communicative activities.

The communicative culture of the future English teacher implies a high level of its development, manifested in the system of social qualities, the style of activity and behavior. Therefore, the communicative culture of the future English teacher of the highest degree includes significant personal characteristics, namely – abilities, knowledge, skills, skills, value orientations, positions, features of behavior and is a necessary condition for the successful implementation of the personality.

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# IMPROVING LEARNERS' VOCABULARY THROUGH CARTOONS

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## **Abstract**

The purpose of this study was to determine how successful cartoon dialogues are for vocabulary acquisition, as well as how collaborative and computer-assisted learning promotes the usage of newly learnt vocabulary items. Students were given animated films based on the topics of the book they were reading, and vocabulary items were elicited either implicitly or explicitly utilising the guided discovery approach. On the learning management system, students were required to complete a group task. At the end of the process, students were given a questionnaire to assess their impressions. The post-test results of students who learned vocabulary through cartoon conversation and practised collaboratively using the learning management system were much higher than their pre-test results, according to the findings. In the survey, students showed favourable attitudes on this strategy. Vocabulary acquisition through cartoon conversations was shown to be effective and well-received by pupils.

**Keywords:** Vocabulary acquisition, computer-assisted language learning, computer-supported collaborative learning, English language teaching.

## **Introduction**

There are several obstacles on the way to learning any foreign language. One of the difficulties is the very limited ability to communicate with native speakers and use speaking skills outside of school, family, etc. in non-English-speaking countries. For this purpose, authentic materials are of great importance. The use of authentic materials, including cartoons, contributes to the implementation of the most important requirements of the communicative technique – to present the process of mastering the language as an apprehension of a living foreign language culture; individualization of learning and motivation of learners' speech activity.

The audiovisual form of cartoons is an effective form of learning which not only activates learners' attention but also contributes to the improvement of their listening and speaking skills since the visual support of foreign phonemes, lexemes, phrases, and sentences sounding from the screen help to more fully understand its meaning. That is, the audiovisual form contributes to the acquisition of the language, not its mechanical learning.

American linguist Stephen Krashen emphasized this fact (1982). The main idea of all his works is that in order to learn any language more efficiently, it should be taught in a natural way. The linguist has put forward very interesting hypotheses about the acquisition of foreign languages. According to Stephen Krashen (1982), there are two ways in which we can study a foreign language: acquisition and learning. The way of acquisition is that a person does not have to memorize something consciously. Information is digested at an unconscious level. This is how young children learn the native language: they perceive knowledge at the subconscious level, and not intentionally.

Based on the study's findings, if this strategy is proved to be beneficial, it can be used in other courses and institutions. As previously stated, considerable vocabulary proficiency is required to communicate successfully in a foreign language. Vocabulary development takes time and effort. However, when learners are active in the process and when teaching and learning are centred on the learners' interests, the amount of vocabulary acquisition rises. Students are given the opportunity to recycle the words they have learned since they are required to employ the vocabulary learned through cartoon conversations in their post-tasks. This study demonstrates that, regardless of the age of the pupils, cartoons continue to pique their attention and aid in their learning.

### ***Significance of the Study***

Teaching vocabulary is difficult for instructors, but pupils sometimes become bored with it. The instructor should devise an effective activity or method of teaching vocabulary so that pupils enjoy and comprehend the learning process. Proper media are required for the teaching and learning process to be effective. Different strategies and media create a positive mood in the classroom, motivating pupils to acquire more new words in a pleasant and pleasurable environment. Based on interviews with the instructor, it was determined that the children's vocabulary was still quite poor. According to the information obtained by the researcher, the majority of the pupils were unmotivated and had trouble memorising language. According to the children, the English instructor at school solely used textbooks and blackboards during the teaching and learning process. They just pay attention to what the instructor says or write the language printed on the chalkboard by the teacher. When the teacher only asks pupils to memorise a few words, kids are unable to memorise a few words properly. Students become bored with this instructional style since the medium or methodology is boring, consisting of simply seeing, listening, writing, and finally memorising. Students are not joyful when learning the content; in fact, they are stressed since they must memorise terminology. As a result, they are bored, uninterested in learning, and unmotivated.

To address this issue, English teachers must seek out methods or media for presenting accessible information in front of the class that are easy to comprehend and draw students' attention. This teaching media will dull students, thus the instructor must supply additional media with an amusing impact for students so that they are glad to acquire the content. There are several mediums that may be utilised to boost pupils' vocabulary, including audio and visual assistance. Radio and music are examples of auditory aids, whereas video, film/film, and television are examples of audio-visual aids. This implies that pupils may acquire language quite well through the media. Cartoon media is a type of computer-based learning media that includes text, graphics, music, sound, and animation. Cartoon media may be utilised as an option for selecting learning material that is simple to implement. Many studies suggest that the use of illustration (visual) media is particularly successful since children's favourite visual representations may be readily educated to grasp the principles of the information they receive. A youngster is taught and trained to think abstractly and contextually through the medium of cartoons. According to study, cartoon media is an excellent approach strategy for enhancing children's English. Cartoons in learning are more distinctive and desirable in terms of presentation.

### ***Review of Literature***

There are several approaches and strategies for teaching and learning vocabulary. Explanation and repetition (Sa'd & Rajabi, 2018), games (Anl, 2011), vocabulary cards (Wikinson, 2017), and theatre are a few examples (Kalogirou, et. al, 2019). The efficiency of these strategies has been studied, as well as the perspectives of students and teachers. The results revealed that using all of these methods and techniques increased students' language abilities and favourably impacted their performance.

According to studies and conclusions, pupils are more motivated and readily absorb new vocabulary items when cartoons, caricatures, and videos are employed. Additionally, the combination of pictures and technology improves language recall. Although prior research has demonstrated the contributions of cartoon films to learning English as a foreign language, particularly vocabulary acquisition, these studies have been conducted with younger pupils.

Furthermore, despite the fact that these research focused on vocabulary learning through cartoons, video games, or internet activities, none of them featured collaborative conversations. Unlike other studies involving the usage of cartoons, this one was undertaken at the university level, with a range of contextualised cartoons followed by conversations and online collaborative projects.

### ***Methods***

The action research design is used in this study. Action research is conducted to 189

determine how effectively educational activities are carried out and how faults in such practises may be solved (Johnson, 2015). Since the original researcher in this study implemented the whole procedure in her classroom, this research approach has been used. The researchers created a pre-test and post-test throughout the study, and a questionnaire was distributed to the participants to gather data. The research was carried out during the 2022 autumn semester.

### **Participants**

The participants were 19 high school students ranging in age from 17 to 19. These students' English level was evaluated to be upper-intermediate based on their performance in prior levels and the results of the level exit test (B2). The students followed an eight-week modular structure and completed integrated skills, reading and writing, and listening and speaking courses. In every class, they were introduced to vocabulary.

### **Action Plan**

Students were initially given a pre-test that included the terminology that will be taught over the eight-week procedure. The pre-test, which was created with the assistance of curriculum and testing experts, included 35 questions divided into six categories: (1) writing the definition, (2) reading the definition and identifying the word, (3) matching the words to their definitions, (4) filling in the blanks, (5) finding the word with a different meaning, and (6) matching the pictures with the words.

Because the vocabulary chosen was from the B2 level vocabulary corpus and the students were at the A2 level, they were exposed to these terms for the first time. Based on the coursebook units, only the top 5-6 terms were determined.

The cartoons were chosen based on the themes of the units in the coursebook and the identified vocabulary items.

Students were shown a range of cartoons, animations, or short animated movies to break up the monotony. The duration of the cartoons vary from 2 minutes to 10 minutes to avoid boredom. We created an action plan (see Table 1) and lesson procedures (see Table 2). Before watching the cartoons, students were given an assignment consisting of leading questions, were asked to take notes while watching, and were afterwards invited to share their opinions with their peers. The questions contained target language that students would recognise based on context or cues in the questions. Table 1.

Theme	Cartoon/ Animation	Vocabulary Items
Pre-Test Globalization	“Globalization” <a href="https://www.youtube.com/watch?v=JJ0nFD19eT8&amp;t=59s">https://www.youtube.com/watch?v=JJ0nFD19eT8&amp;t=59s</a>	authentic, consumption, labour, situated, poverty
Education	“You’re a good man Charlie Brown” <a href="https://www.youtube.com/watch?v=VSgouAQQgJI">https://www.youtube.com/watch?v=VSgouAQQgJI</a>	challenging, range, credible, significant, core
Medicine	“Scarlett” <a href="https://www.youtube.com/watch?v=JOWiPx5VRUU&amp;t=5s">https://www.youtube.com/watch?v=JOWiPx5VRUU&amp;t=5s</a>	remedy, adequate, precise, debate, burden
Risk	“Kids Safety” <a href="https://www.youtube.com/watch?v=u05eUAE2C1g&amp;t=365s">https://www.youtube.com/watch?v=u05eUAE2C1g&amp;t=365s</a>	compulsory, reduction, liable, regulation, contingency
Environment	“A day in Pompeii” <a href="https://www.youtube.com/watch?v=N-upaByYcIM">https://www.youtube.com/watch?v=N-upaByYcIM</a>	mitigation, construction, hamper, casualty, ancient, severe, relocate, ban
Energy	“Mr. Bean-Electricity” <a href="https://www.youtube.com/watch?v=2CnE-04eVM4&amp;t=235s">https://www.youtube.com/watch?v=2CnE-04eVM4&amp;t=235s</a>	source, generate, urgent, diminish, turbine
Aging	“Forever young”	rely on, elderly, impact, decline,

	<a href="https://www.youtube.com/watch?v=Z30ZP0AoAdU">https://www.youtube.com/watch?v=Z30ZP0AoAdU</a>	fragile, consult
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Table 2

Stages	Interaction	Type of work
1. Students watch the cartoon and answer the guiding questions.	*Ss→ cartoon Ss→ task	Individual work
2. Students compare and discuss their answers.	Ss↔Ss S↔S	Pair-work
3. Students share their ideas about the questions in English. At this stage, target vocabulary is presented using the guided discovery method with the help of the guiding questions that include the target word.	Ss↔Ss Ss↔T S↔T	Whole-class discussion
4. Students are placed into groups on the learning management system and are assigned a task where they need to use the vocabulary they have learnt.	Ss↔Ss	Collaborative group work
*Ss (students), S (student), T (teacher)		

The researchers used a vocabulary test and a questionnaire to collect data.

As a pre-test and post-test, students were required to take a vocabulary exam with 35 questions and an overall score of 5. Three graders used a rubric to mark the quiz (see Appendix A). Three testing unit members examined the quiz questions and rubric for validity and reliability, and one specialist's opinion was also taken into account.

A questionnaire with 22 questions was utilised in addition to the rubric to collect feedback on the success of the cartoon conversations in terms of acquisition, computer-assisted group tasks, and student perceptions.

### **Discussion**

The groupings were created at random. A vocabulary exam was administered as a pre- and post-test to evaluate the efficiency of the strategy utilised. Students were asked to fill out a questionnaire in which they stated their feelings about the strategy used. Students profited from this strategy, as evidenced by a considerable difference between pre- and post-test scores.

Reciting, repeating words, and utilising them in context are the most successful techniques for vocabulary acquisition and retention, as mentioned in the research review (Sa'd & Rajabi, 2018). Students in this research were taught vocabulary items through cartoon conversations and then given a task in which they had to utilise them in context. The findings were consistent with the previous study, demonstrating that children acquire language more efficiently when it is presented in context.

The questionnaire results were really positive. When asked whether they preferred learning language through textbooks or cartoons, the majority of students said that cartoons helped them learn vocabulary more readily than textbooks. This is due to the fact that viewing cartoons is enjoyable, and the substance of the cartoons, according to Prosic-(2017) Santovac's research, is more appealing to pupils in terms of learning.

Throughout the research, the majority of students requested that the teacher define the vocabulary word. However, the instructor used guided questions to help pupils to comprehend the meaning of the word from context rather than providing a definition.

While completing the assigned activities, students preferred collaborative cartoon conversations. They believed it assisted them in learning and remembering the new terms. They stated that they felt better at ease working in groups. Only a few people thought working alone was more convenient. This might be due to learning style preferences, cultural influences, or a

lack of self-confidence (Flowerdew, 1998), or it could be that they just see it as group labour rather as cooperation in which they share duties and support one other (Oakley, Brent, Felder & Elhajj, 2004).

### **Result**

The feedback from the beginning of the questionnaire to the finish show that instructors have a favourable attitude towards audiovisual aids. This would be regarded a current approach for students to master the oral skill; yet, a considerable number of instructors are dissatisfied with the students' overall accomplishment, despite the fact that all teachers utilise specific tactics to encourage their students to develop good self-esteem. At the same time, all teachers who employ audiovisual aids believe it is an important technique to increase student motivation. Teachers' tactics for increasing students' self-esteem can be simply utilised in oral expression lessons. Audiovisual aids can therefore be employed as a way to inspire demotivated pupils and improve the enthusiasm of others. These findings support our first hypothesis, which suggests that there is a favourable relationship between audiovisual aids and improved student performance.

The majority of teachers who employ audiovisual aids emphasise their importance and the assistance and benefits they bring to students. Furthermore, rather than adopting a separate spoken practise, they insist on interacting with each other in English, which they believe might be a remedy to the ungrammatical spoken English they create. Furthermore, all teachers indicate that audiovisual aids increase student engagement, which aids in the correction of errors and the exchange of ideas and information. As a consequence, students will be able to generate fresh vocal input and apply their knowledge. The final findings support our second hypothesis concerning the beneficial impacts of audiovisual aids in training spoken expressiveness.

### **Conclusion**

To summarise, we live in a technological era in which everything is done through computers and smart gadgets. With the participation of computers, software, and applications, as well as the need from the new generation, education is one of the professions that accepts many technological changes.

As a result, integrating technology in the classroom is beneficial. When students are exposed to a subject via a digital platform, they learn more effectively and efficiently. As we all know, learning a new language is difficult since there are so many new terms to learn. Motivating stuff such as films, cartoons, and enjoyable things can help with this. According to several studies, assigning students jobs and urging them to work jointly to improve retention is successful. Cartoon dialogues are an efficient way to learn new words. However, several constraints must be considered. The research involved a small number of students and lasted only eight weeks. This made testing retention in later phases of pupils' learning impossible.

Students, on the other hand, were able to recall and apply the terms they had learned over the course of eight weeks. Further options include doing the research in a bigger group for a longer amount of time and providing students with a leading assignment ahead of time to acquaint themselves with the video's content.

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# THE SEMANTIC STRUCTURE OF THE CONCEPT “WEATHER” IN THE ENGLISH AND KAZAKH LANGUAGES

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**Abstract:** The article "Semantic structure of the concept 'weather' in the English and Kazakh languages" is devoted to the study of the concept 'weather' in two languages being compared. Comparing the concept 'weather' in the English and Kazakh language pictures of the world, their similarities and differences are revealed, as well as the peculiarities of each culture are noted. The data obtained from the analysis of lexicographic sources in both languages confirm and identify additional figurative and cognitive characteristics of the concept 'weather' in each culture being compared. The use of information from these sources and the use of the method of conceptual analysis allows the author to describe the content and structure of the concept sphere 'weather', verbalized in the English and Kazakh languages. Analysis of the derivational field of the concept 'weather' in the compared languages allows the author to identify its additional cognitive features.

**Key words:** Concept, linguistic picture of the world, semantic structure, cross-culture, weather, climate.

The article "Semantic structure of the concept 'weather' in the English and Kazakh languages" is devoted to the study of the concept 'weather' in two languages being compared. Comparing the concept 'weather' in the English and Kazakh language pictures of the world, their similarities and differences are revealed, as well as the peculiarities of each culture are noted. The data obtained from the analysis of lexicographic sources in both languages confirm and identify additional figurative and cognitive characteristics of the concept 'weather' in compared cultures. The use of information from these sources and the use of the method of conceptual analysis allows the author to describe the content and structure of the concept sphere 'weather' verbalized in the English and Kazakh languages. Analysis of the derivational field of the concept 'weather' in the compared languages allows the author to identify its additional cognitive features.

The conceptual system largely depends on the historical, socio-cultural context of the time period in which the individual is located. A defining role in the perception of the world is also played by national identity, which fits an individual into a certain economic, socio-political, social, territorial, and linguistic context. Due to these factors, an individual becomes a carrier of a certain culture, which largely determines his picture of the world. The most effective and, perhaps, currently available way to study the picture of the world of representatives of a particular culture is the study of their languages.

This article also attempts to trace the close connection and influence of weather conditions on the formation of national character and mentality. The nature and mentality of the nation are complex. And complex formations have developed, including under the influence of the geographical location of the country, its climatic and weather conditions.

Thus, in the course of this study, the data obtained from the analysis of lexicographic sources will be supplemented with corpus data, which will allow the author to confirm them and identify additional figurative and cognitive characteristics of concepts. The use of these sources of information and the use of the method of conceptual analysis make possible to describe the content and structure of the concept sphere 'weather' verbalized in English and Kazakh.

Analysis of the derivational field of the lexeme 'weather' give opportunity to identify its additional cognitive features. The analysis included the material of 20 dictionaries of the English language, as well as 1000 contexts taken from the English corpus of the British National Corpus. During the lexicographic analysis, we have derived 40 words from the lexeme 'weather'. And we have divided them into the following thematic groups: **negative impact of weather** (*weather beat, weather border, weathering, etc.*), **protection from bad weather conditions** (*atmospheric influences, weather conditions to weatherize, etc.*), **connection with the sphere of meteorology**<sup>194</sup>

(*weather, weather graphics, weather, etc.*), **connection with the sphere of navigation** (*obeys the rudder, deck, tide forecast, etc.*) and **devices** (*weather balloon, weather ship, weather vane, etc.*).[1]

Let's take a closer look at several derivatives of the lexeme 'weather'.

The adjective '*weather-beaten*' describes the appearance of a person, the condition of his skin: «rough or damaged due to exposure to weather conditions».

The verb '*to beat*', which is part of the semantics of the word, can be interpreted literally, demonstrating that the weather "beats" a person and objects, having a negative impact on them, causing them damage.

The adjective '*weather proof*' has the meaning «not exposed to the weather» or «protect from wind and rain»: e.g. "He pulled on a bright yellow weatherproof jacket over his thick jersey" [2].

In the semantics of the adjective, specific meteorological phenomena that are regarded as unfavorable are defined, such as wind and rain.

The adjective '*weather-driven*' embodies the idea of a person's dependence on the weather, but in a slightly different way. This adjective is mainly used in relation to ships that are controlled by the wind, in other words, depend on the weather.

Thus, the analysis of the derivational field showed that weather is most often understood as unfavorable, harmful and negatively affecting weather phenomena, such as wind, storm, rain. The formation of a large number of derivatives strongly proves the importance of the weather phenomenon in the English language and the picture of the world. The number of derivatives is distributed approximately evenly within the thematic groups.

In the Kazakh language, there are no words with the lexeme 'ауа райы' except 'ауа-райы болжамы'. 'Ауа райы болжамы' - assumptions about the future of the weather based on the analysis of large-scale atmospheric processes, primarily the development of pressure fields, temperatures and winds. There are short-term (from a few hours to 1-2 days), long-term (3-10 days) and very long-term (a month or more). However, there are many words, which the Kazakh people use when they predict about weather forecast.

The Kazakh people, who lived in the steppe in winter and summer, knew the natural features and secrets of the region in which they lived, found their way to the stars on moonless nights, found their way to the grass of the Earth in a blizzard, studied the life of birds, animals, insects, predicted the weather in advance, took care of the weather early. Changes and phenomena of weather and nature that occur in each month and quarter of the year were always noticed by the steppe people, who gave them names, titles, and evaluated them. In the twelve months of the year, according to popular principles, the natural phenomenon is determined, and its names and orders are traditionally dated from March.

'*Өлара*'. The interval between the end of the Old Moon and the birth of the new Moon. The period when the moon is not visible in the sky. The weather in 'өлара', the experience that is repeated before the birth of the new Moon. "If there is precipitation in 'өлара', it will be rainy in new Moon," the people say. This assumption has always been correct.

'*Амал*'. In one word, the people called 'amal' hot and cold, snow and rain, wind and storm, which circulate in twelve months of the year. In the other words, we spoke about the changes and manifestations of natural phenomena in different seasons of the year, which occur in short periods of time, and several types of them. There are seven tricks in the National quantitative concept. They are: 1.Solstice. 2.The Return of November. 3. Sunset of Urker. 4. Freezing of ice. 5. Saiga mat. 6.Winter quarter. 7. Moonshine.

'*Құсқанаты*'. In the last days of March, birds of the year also begin to fly. With the arrival of birds, it rains with snow, blows cold wind.

'*Аласапыран*'. In spring, March, and sometimes April, the snow melts sharply, the ground becomes muddy, and there are difficult days for farming. Such an awkward and inconvenient period is called 'alasaпыran'.

'*Қызыр қамшысы*'. For the first time since mid-April, there will be thunderstorms, rain, landslides, and comfortable summer days in the south. The people believe that the lightning flashed at that moment: "The red whip has exploded; the winter is over."

‘Тобылғы жарған’. In the last days of April there is a cold wind that lasts for 2-3 days. This means that the buds are poor, that is, the plants take root and the first greens begin to appear.

‘Қызыл жұмыртқа’. In the first ten days of May, steppe (water) birds begin to hatch. It is a cold that lasts for 1-2 days which called ‘the red egg in the vernacular’.

‘Құралайдың салқыны’. It is cold wind in late May. Against this wind, the saiga finishes, runs and raises its young. Mass calving of saigas does not last more than 2-3 days. Another special feature of the saiga is that its goats suckle any carcass and take it to the liver. This is why deer are not orphaned and left alone in the steppe.

‘Үркердің батуы’. At the beginning of June, the duck disappeared completely. Sometimes it is said that a giant fall to the ground. "The earth does not heat up without falling to the ground," say folk stars and accountants.

‘Қырық күн шілде’. June and July are very hot during 40 days. Due to these hot days, a popular calendar name called forty days of July appeared among the people.

‘Үркердің толғағы’. The best time for animals begins in mid-July. At this time, a giant is born, the ground dries up, and the grass stiffens and begins to turn yellow.

‘Таразының тууы’. In mid-August, the weather cools down, thick cloud appears and the first signs of autumn begin to appear. This is the origin of the proverb: "When the scales fall - the dawn".

‘Мизам шуақ’. In the second decade of September it starts to get cold, it rains, and at night there is dew on the grass. There will be sunny days during this time. In the steppe there are long mizams (milky white stems formed from plant tissue). Such warm seasons are called ‘mizam sunny’.

‘Сүмбіленің тууы’. The time of the visible sign of the zodiac. «Сүмбіле туса - су суыр» is a popular saying, that is, in the last ten days of September, autumn comes, cold days, rain begins..

‘Қарашаның қайтуы’. In November, birds begin to return to warmer places. At this time the first snow falls and the weather cools down. The edge is red. The first frost comes in early December. Winter comes early in the north of Kazakhstan. There will be severe frosts at this time.

‘Текенің бұрқағы’. In the last decade of December, a strong storm hit the Kazakh steppes. At this time, the saiga antelope is weaned, it begins to calve. It will be completed in 2-3 days.

‘Күннің таласуы’. According to the people, the time when the sun rises is the first day of January. Even then, the weather changes, it snows or landslides.

‘Қыс шілдеci’. Winter comes into force in the last days of January. When you say ‘kick’, it means a yellow frost that does not fall to the ground. The Kazakhs called it ‘Қыс шілдеci’.

‘Бөрі сырғақ’. The winter of February is coming. Invisible storms are gaining momentum this month. At the end of the month, on days of frost and heavy storms, the wolf begins to sleep. The ancients say that the name of this practice is connected with this wolf.

*Analysis of words combined with the ‘weather’ and ‘ауа райы’*

Using the continuous sampling method, we collected a corpus of adjectives and verbs that are combined with the noun ‘weather’, and divided them into conditional groups. In English we have identified 126 adjectives and 31 verbs, a total - 157 units. It should be noted that this selection of combinable relationships does not claim to be inclusive. It is intended to show the general trend in the use of the lexeme ‘weather’ and the general perception of the concept of the same name. The results of the analysis are shown in the Table 1:

*Table 1. The words combined with the ‘weather’ according to the English lexicographic sources*

Parameters	Lexical units	
	Adjectives	Verbs
<b>I Assessment</b>		
1. Unfavourable Weather (evaluative aspect)	<i>adverse, appalling, atrocious, awful, beastly, bleak, boisterous, contrary, difficult, depressing, disgusting, disturbed, dreadful, dull, foul, gloomy, grey, grim, grotty, inclement, indifferent, hard, nasty, overcast, rough, filthy, foul, frightful,</i>	<i>grow worse, worsen, threaten deteriorate, beat prevent, affect, d its worst, blight, break get rough,</i>

	<i>terrible, ugly, unfavourable, miserable, dismal, harsh, bloody, fierce, freak, rotten, deteriorating, dirty, severe, poor, heavy, extreme, lousy, wacky,</i>	
2.Favourable weather (evaluative aspect)	<i>beautiful, benevolent, bright, calm, clement, delightful, excellent, exceptional, fair, favourable, fine, glorious, good, great, ideal, jolly, light, lovely, mild, nice, clear, alright, balmy, right, pleasant, promising, superb, perfect, clear, decent, suitable, improved, gentle, fantastic, delightful</i>	<i>improve, grow better, clear, allow, fascinate, turn mild, prompt, be kind</i>
<b>II Weather condition parameters</b>		
1. Unfavourable weather with the indication of the Weather phenomenon	<i>hazy, misty, stormy, thundery, windy, foggy, snowy, rainy, showery, breezy</i>	
2.Favourable weather with the indication of the weather phenomenon	<i>sunny</i>	
3.Low temperature (cool / cold)	<i>chilly, freezing, fresh, arctic, frigid, frosty, gelid, icy, nippy</i>	<i>Turn cold, get colder</i>
4.High temperature (warm / heat)	<i>baking, boiling, broiling, close, muggy, sticky</i>	<i>Turn warm, warm up</i>
5. Humidity	<i>squally, damp, humid, wet, muddy</i>	<i>Turn sour</i>
6. Dryness	<i>dry</i>	
7. Variability	<i>broken, unsettled, unsteady, variable, unpredictable, changeable, erratic, turbulent, uncertain, varying</i>	<i>change, veer</i>
8.Duration/ stability	<i>typical, settled</i>	<i>last, settle down, continue, stay fine, calm</i>
Total	<b>126</b>	<b>31</b>

So, according to the analysis the leading adjectives in the list are those that the name of bad weather conditions (bad, cold). The adjective ‘bad’ noticeably prevails in the contexts given by the corpus. 3 lexical units have a negative color (bad, cold, severe, poor), 3 - positive (good, fine, warm).

9 dictionaries of the Kazakh language and culture have been analyzed during the research work. We collected a corpus of adjectives and verbs that are combined with the noun ‘ауа райы’, and divided them into conditional groups. We have identified 43 adjectives and 20 verbs, a total - 63 units.

Table 2. The words combined with the ‘ауа райы’ according to the Kazakh lexicographic sources

Parameters	Lexical units	
	Adjectives	Verbs
<b>I Assessment</b>		
1.Unfavourable weather (evaluative aspect)	<i>қолайсыз, бұлыңғыр, күңгірт, бұлтты, жайсыз, нашар, құбылмалы, жағымсыз</i>	<i>нашарлау, бұзылу</i>
2. Favourable weather (evaluative aspect)	<i>әдемі, ашық, тыныш, жағымды, тамаша, керемет, жақсы, жылы-жылы, гажан, шуақты, ерекше</i>	<i>жақсару, жылыну, ашылу</i>

<b>II Weather condition parameters</b>		
1. Unfavourable weather with the indication of the weather phenomenon	<i>тұманды, боранды, желді, қарлы, жаңбырлы, аязды, жауын-шашынды</i>	
2. Favourable weather with the indication of the weather phenomenon	<i>күн шуақты (күн ашық)</i>	
3. Low temperature (cool / cold)	<i>салқын, суық, аяз</i>	<i>суыту, аяздану, салқындау,</i>
4. High temperature (warm / heat)	<i>қайнаған ыстық, қапырық, жылы</i>	<i>жылыну, сыну</i>
5. Humidity	<i>дымқыл, ылғалды</i>	<i>дымқылдану, ылғалдану, көгеру</i>
6. Dryness	<i>құрғақ</i>	<i>кебу</i>
7. Variability	<i>тұрақсыз, алдамшы, құбылмалы, айнымалы</i>	<i>өзгеру, құбылу, ауысу</i>
8. Duration/ stability	<i>тұрақты, әдеттегідей</i>	<i>тұрақталу, жалғасу тынышталу</i>
Total	<b>43</b>	<b>20</b>

So, based on the results of the analysis in two languages, it can be concluded that in the English language there are a large number of words for defining a bad weather, which significantly exceeds the number of words for describing a good weather; but in the Kazakh language there is no big difference between the number of words defining favourable and unfavourable weather.

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## TEACHING ENGLISH ON A COGNITIVE-LINGUISTIC BASIS

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**Abstract.** The first part analyzes the role of the knowledge of a foreign language. It addresses the problems of learning a foreign language and teaching it, providing the right selections of modern teaching methods, techniques, forms, training that should take a consideration. It is also explored the term “cognitivism” and conceptualized the relationship with learning. The author presents a summary of several theories put forward by Chomsky, Tomashello, Croft and Goldberg. According to their concepts, cognitive linguistics is associated with the human mentality, worldview, spiritual wealth, cognitive knowledge. Linguistic researchers believe that through language one can understand the mentality of people, their attitude to the world around them, the society they create, and even self-consciousness. Therefore, the main goal of cognitive linguistics is to represent the linguistic image of the world, personality through language. The study sets out to understand cognitive theory as a science that studies mental information or information stored in the human mind and the mental lexicon that forms the basis of human thinking. The main idea of the report is the suggestion that the only true way to learn a foreign language successfully is to do it through the comprehension of the language consciousness.

**Keywords:** teaching a foreign language, teaching methods, approach, cognitive, linguistic, concept.

In today's era of globalization, a person who speaks many languages occupies a special place in society. It is clear to all of us that the study of a foreign language, a good command of it plays a special role, first of all, in international relations. Language develops by living with people. Trilingual coexists in our country. A person who knows many languages will achieve success in life. A bright future will open for them. In recent decades, the active study of foreign languages has generated an enthusiastic interest. In this regard, there is an increasing role of foreign languages as a tool to influence the actions and thinking of people. In close connection with the ongoing globalization of individual states and the whole society as a whole, the role of a foreign language in the education system has radically changed, it has turned from an ordinary additional subject, not only into the main element of the modern education system, but also into a way to achieve goals.

At the moment, the knowledge of a foreign language in everyday life, in many cases and more than one, is an important aspect of the life of a modern person. Knowledge of various foreign languages allows you to be able to study the culture of other states, learn their traditions, contributes to the formation of a more extensive vocabulary, develops memory, thinking and speech. A good vocabulary base with proper knowledge of a foreign language is necessary for the effective interaction of states in the international arena. Knowledge of a foreign language today is, first of all, one of the conditions for the professional competence of specialists [1].

English is the key to information technology. Today, English has the status of the "XXI century", the language of international business, modern science and technology. In this regard, there is a high need for mastering the English language, starting from the school walls, teachers today contribute to the support and use of this trilingualism, working as a whole to provide education to students in accordance with new requirements. . The reason is that the acceleration of integration processes in the world is the reason for the need to move to a single, global paradigm of education, the complexity of its content. Considering the peculiarities of the domestic education system, the main goal of training specialists in English in the country today is to train specialists who can meet the needs of society and master a foreign language at a level recognized by international associations.

The main goal of teaching English is to develop students' language and communication skills. This is why it is so important to use games effectively in your English lessons. In a playful way, students do not even notice that they have read and mastered the material. An educational

game is an organization of learning through a game. Research has shown the high efficiency of using educational games in the educational process of all classes. To this end, I pay special attention to the assimilation of the educational program of students, the effectiveness of this technology in the implementation of language learning in one of the President's Addresses, including the international language - English. One of the main tasks of teaching is the development of logical thinking skills in children. The children have the ability to think logically; their features can be quickly observed [2, 2016:127].

Currently, the question of the use of new technologies in the study of foreign languages is increasingly being raised. These are not only new technical means, but also new forms and methods of teaching, a new approach to the learning process. The main goal of teaching foreign languages is the formation and development of a communicative culture of students, teaching practical mastery of a foreign language. In this regard, the "State Compulsory General Educational Standard of the Republic of Kazakhstan", adopted in September 2002, states: The main goals of teaching a foreign language are to teach students to communicate in a foreign language at a basic level. In accordance with this, the content of training includes linguistic, verbal, sociocultural knowledge, skills that ensure the formation of basic communication skills, i.e., the ability and willingness to use a foreign language in a necessary situation in the process of oral and written speech (speaking, listening, reading, writing) mutual cultural communication, skills can be the answer to the above example.

Good command of the English language is essential for the overall development of students, obtaining a quality education and achieving high results in life. In this regard, there are many methods that allow you to effectively teach English in accordance with modern requirements. Therefore, each teacher should be able to use advanced practices in the development of their creativity.

When choosing modern teaching methods (methods, forms, training), the following criteria and methods applied in accordance with them should be taken into account:

- to create an atmosphere in which the student feels comfortable and free, to arouse the student's interest, to develop his desire to use a foreign language in practice, thereby enabling the student to succeed in mastering the subject;
- to influence the general personality of the student, involving his emotions, feelings and intuition in the educational process, comparing it with his specific needs, stimulating his speech, cognitive, creative abilities;
- activation of the student, turning him into the main subject of the educational process, active communication with other participants in this process;
- create situations where the teacher is not the central person; the student should know that learning a foreign language is more related to his personality and interest than to the methods and means of teaching set by the teacher;
- teaching the student to work independently in the language at the level of physical, intellectual and emotional capabilities - thereby ensuring differentiation and individualization of the educational process;
- to provide different forms of work in the classroom: individual, group, collective, full-fledged stimulation of learning activities, their independence, creativity.

Thus, the educational process of the country's schools has radically changed, new types of education, methods, innovative pedagogical technologies in new directions have appeared, causing a complete renewal of the content of education. The main principles of information and communication education that ensure the formation of a personality are level and differentiated education, project-based learning, communicative learning, the impact on the child independently, the formation of a personality that is able to clearly and systematically express its own opinion, the impact on the development of individual cognitive and creative abilities of students is recognized as a factor and is determined on the basis of methodological and theoretical foundations. Among them, it was found that the cognitive-linguistic approach plays an important role.

Cognitive psychology has created a new trend in pedagogy and methodology – cognitive teaching. Researches in the field of cognitive teaching aimed at exploring opportunities to 200



improve cognitive performance of the individual with the help of special education programs. Although these studies are not sufficiently advanced, in practice is often stated the importance of developing methods of education, the purpose of which is cognitive development. This trend in pedagogy, limited for many years mainly by special education, now covers professional education too. Cognitive teaching is born the need to redefine the role and place of the individual in the learning the philosophy of cognition, arming the individual with method, the right way to describe and explain the reality [3. p 21].

In this regard, the concept of cognitivism appears, which is directly related to knowledge and consciousness when receiving information. Cognitivism is aimed at the sciences in which the human mind is the object of study of the mental processes associated with it. There is currently talk of a "cognitive revolution" in the fields of science. The famous American linguist N. Chomsky wrote: "The cognitive revolution explores the state of the mind and brain and how they can affect someone's cognitive being: knowledge, understanding, understanding and belief" (Chomsky, 1999). The process associated with human cognition and the perception of various information is called cognitive or cognition. The terms "intellectual", "mental", "analytical" can be synonymous for them. According to Troika, cognitive style refers to individuals' preferred way of processing: i.e., of perceiving, conceptualizing, organizing, and recalling information. [4. p 216]

Logic, philosophy, physiology, psychology have dealt with the human intellect and the law of thought since ancient times. In philosophy, there is a branch of epistemology that deals with the theory of knowledge. However, within the framework of cognitivism, the fundamental problems began to be explained in a new way. In cognitivism, the main importance is attached to human cognition, it is studied not only at the level of controlled activity, but also its mental representation (internal perception, model), symbol, development strategy (action based on knowledge), the cognitive world of a person, progressing along with the activity of language, behavior and actions are studied, motives and results of formation are considered. In 1960, American professors J. Miller and J. Bruner founded the first center for cognitive research at Harvard University.

For years researchers have probed the relationship between language and cognition. The behavioristic view that cognition is too mentalistic to be studied by the scientific method is diametrically opposed to such positions as that of Piaget (1972), who claimed that cognitive development is at the very center of the human organism and that language is dependent upon and springs from cognitive development. Others emphasized the influence of language on cognitive development. Jerome Bruner (Bruner, Olver, & Greenfield 1966), for example, singled out sources of language-influenced intellectual development: words shaping concepts, dialogues between parent and child or teacher and child serving to orient and educate, and other sources. Vygotsky (1962, 1978) also differed from Piaget in claiming that social interaction, through language, is a prerequisite to cognitive development. Thought and language were seen as two distinct cognitive operations that grow together (Schinke-Llano 1993). Moreover, every child reaches his or her potential development, in part, through social interaction with adults and peers. Vygotsky's zone of proximal development is the distance between a child's actual cognitive capacity and the level of potential development (Vygotsky 1978:86). [5. p 350]

At the end of the 20th century, the study of language began to be considered from the standpoint of human cognitive activity. Thus, cognitive linguistics arose on the basis of cognitivism within the framework of the anthropocentric paradigm. Cognition is the main concept of cognitive linguistics. He considers the recognition of knowledge and thinking through language. This is why cognitivism is strongly connected to linguistics.

Cognitive linguistics is focused on modeling (creating) the image of the world, modeling linguistic consciousness. Cognitive linguistics is considered to be a widespread linguistic direction in Europe in the 70s of the 20th century. This linguistic direction was called "cognitive grammar" in its homeland, in the United States of America, and "cognitive semantics" in Russia - this was the first beginning of cognitive research. Cognitivism is aimed at the sciences in which the human mind is the object of study of the mental processes associated with it.

The reason why the cognitive model is presented as an example in the study of foreign 201

scientists is to outline the main parameters that the approach can follow, as well as to show the results that teachers can expect if they apply the cognitive approach in the classroom. Two aspects of the effective learning process should be noted: one of them is the emphasis on intralingual relations, and the other on interlingual influence. The cognitive approach focuses on mental learning processes, where the perception and computation of information is postulated as dependent on prior knowledge, and language is seen as a "means" providing access to cognitive content. The linguistic aspect of the cognitive model is based on Chomsky's generative theory and the cognitive-functional approach, namely Tomashello's use theory, Croft's construction grammar, and Goldberg's cognitive grammar. It reveals the cognitive features of language units. The basic principle is that learners use language in an explicit way relying on the cognitive skills they are known to have.

The main tools of cognitive linguistics: units of memory - frame, concept, geshtalts, category, prototype, situation and so on. Theoretically, the analysis of different signs of the concept of homogeneous words in the language is carried out:

Frame	<i>I am glad</i>
Script	<i>I am pleased</i>
Scheme	<i>Rejoice</i>
Scene	<i>Over the moon</i>

When studying the cognitive aspects of the language, we often come across the word "frame". In English, the word "frame" means a structure, figure, form, skeleton, physique. Of course, all these definitions are to some extent suitable for explaining this term from a lexicographic point of view. And if we consider it from the semantic side, then the most appropriate definitions would be structure and frame. Speaking about the structure, we can say that the frame serves to designate the semantic structure of the word, and the frame is explained by the fact that the meaning of the word is somehow delimited, framed, i.e. when representing representations about some object, all this information does not go beyond the framework of representations about this object, but fully reveals only those representations that are somehow connected and combined with this subject.

Often the term "frame" is associated with the concept of "scenario", although this representation may not be correct in all cases. As you know, "scenario" means: 1) a description of a situation, or of a situation that may develop in the future [6]; 2) a written description of what is happening in the performance or game. Comparing these two terms, one can observe that in some cases "a frame is understood as a set of stable ideas about an object or a group of objects, and a scenario is a set of stable ideas about a process as a set of regularly reproducing events"

The teacher can also apply the principles of teaching a foreign language, described in the studies of M. Giovanelli, connecting a number of channels for perceiving information (visual, tactile, kinesthetic) when students work in groups (communicative situations, role-playing games, sketches), in full accordance with communicative nature of such training. The importance of using the maximum number of channels of perception and transmission of information is dictated, on the one hand, by the communicative and cognitive nature of such lessons, recognizing the importance of taking into account the individual cognitive styles of students, and on the other hand, by the very feature of a foreign language teaching, due to special fika interaction of native and foreign language and thinking.

Considering the cognitive-linguistic approach one of the leading methodological approaches in the modern process of teaching a foreign language, we can say that knowledge is the result of a cognitive process. Based on the cognitive-linguistic approach to teaching a child a foreign language in the educational process, schoolchildren actively study English and receive comprehensive and deeper knowledge than a knowledge base based on school methods. Compact, bright signals activate the work of students, sharpen their attention and contribute to memorization. Support schemes allow you to connect individual links of information, establish links between them, and contribute to the development of logical thinking.

Summing up, I would like to say that interest in learning English is growing year by year. A moment has come when everyone began to realize that a good knowledge of a foreign language is an integral part of modern life - this is the key to success in professional activities in the future.

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# INVESTIGATING ROLE OF SCAFFOLDING APPROACH ON DEVELOPING READING STRATEGIES

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## Abstract

Reading is one of the main methods we use to acquire data and information in today's world. Reading is a difficult process that takes a lot of time and effort from children. And reading fluently, consciously, correctly, and even expressively is a great art. To read a text, one must have sufficient background knowledge and vocabulary to make written texts meaningful, how sounds are displayed alphabetically. In the process of reading visual memory is trained and reading cannot be ignored when learning English. There are many methods to improve reading skills. However, the most important factor in improving reading skills is self-reading. There is nothing better than daily reading to improve your reading skills. The current research study aimed to investigate role of Scaffolding approach on evolving reading strategies of EFL learners. Some research studies regarding effectiveness of Scaffolding approach on developing reading capabilities were analyzed and discussed. The recent research study concluded as Scaffolding approach has an affirmative role on improving reading strategies. Some suggestions are presented for the future researchers.

**Key words:** Scaffolding, effectiveness, reading strategies, EFL learners, developing reading strategies.

## Introduction

Developing and changing the world increases the quality of education. To provide a modern educational environment and system, to keep an attention on raising individuals, social scientists, educators, tutors and researchers. Improving the quality of education and upbringing of the young generation is entrusted to teachers. This requires the search for effective methods of teaching, raising the quality of lessons to a new level. Currently, secondary schools of general education face great challenges. It is to bring up young teenagers who are rich in the spiritual world in accordance with the requirements of the times.

English is one of the valid in every country in the world and provides communication between countries. For the time being, learning a language is of tremendous importance in many fields and English is the first preferred foreign language due to its globalism. It has four skills: writing, listening, reading and speaking, which are learners should master while learning it [1].

Reading is important among other skills, because it develops the mind, which is able to understand written words. Teaching EFL learners to read helps them develop their language skills. Reading in an academic environment is carried out for the purposes of obtaining new information, reaching different explanations and interpretations, conducting research and synthesizing and evaluating information obtained from different source. The purpose of reading varies depending on the current situation. Reading in everyday life can be done for many different purposes, such as obtaining general information about a topic, accessing specific information such as name, date, synthesizing information read from several different sources to determine an opinion on a topic, performing a specific task, evaluating personal development or leisure time. In the academic environment, reading has a separate importance as the main means of accessing new knowledge.

Reading skills are the ability of an individual to read, understand and interpret written words on a page of an article or other reading material. Having a good reading skill will enable the individual to assimilate a written work in a short time. At an early age, the acquisition of reading skills starts with listening to books and stories read aloud, practicing nursery rhymes, and playing letter and word games. Reading is considered as the process which is continues whole

life. In order to understand whole concept of the given text or article, readers have to evolve their critical and analytical thinkings [2]. In addition, reading is the challenging process, which has various types of strategies. Reading strategies includes two components like: cognitive and metacognitive reading strategies. Reading strategies helps to plan while reading, tapping prior knowledge, predictions, revising meaning of the text, reflecting, moreover, it includes knowledge how to solve problems and challenges while reading, it's also used to assist, support and understand texts [3].

Reading strategies use widely among EFL learners. It is also considered as a capability to understand, to interpret, to evaluate, to reflect and to engage. Readers who are conscious about reading comprehension use a number of strategies to understand the text more easily, to criticize and evaluate it, and to overcome the difficulties they encounter in the text. Strategies are deliberate and conscious steps that learners follow to support the acquisition, storage and recall of new information. Strategic readers read by thinking about their previous knowledge about the topic, making predictions, and watching whether the text overlaps with their predictions. When these readers realize that they are having a problem with comprehending the text, they re-evaluate the process and rush to work on strategies that will allow them to understand. Being strategic allows the reader to choose the strategy, observe its effectiveness and, if necessary, rearrange it. The distinctive feature of strategic readers is that they are flexible and adaptable in terms of the methods they follow during reading.

The purpose of training is to make the learner fully understand the sentence and text he/she has read and to master the meaning of the words used there. In order to do this, the teacher must always make sure that every word of the learner is read correctly and clearly. If learner reads each word correctly and clearly understands the word. A prerequisite for rapid learning is fulfilled. From this it can be seen that quick reading is very closely connected with correct reading and understanding. Moreover, in order to read the words correctly and clearly, it is necessary to read the text at a certain pace. Otherwise, neither the learner nor the listener will understand the text.

Foreign language learners can face various types of challenges, for instance, misunderstanding meaning or context, lack of vocabulary and the main problem is lack of motivation to read. Motivation key component to evolve not only reading capabilities, but other language skills: speaking, listening and writing. Motivation can be the main issue in reading comprehension [4]. Therefore, when preparing a lesson plan, teachers need to consider that learners want a variety of skills at different ages and proficiency levels. Teachers should use learner-related contexts whenever possible, as this will help motivate learners to read. Teaching reading skills can be easy when taught with nuances and strategies with continued practice. In addition, assorted types of methods, approaches and techniques can be used in order to solve these kinds of problems while learning and enhance learners' reading capabilities.

One of the tremendous approaches is Scaffolding approach; moreover, it is one of the far-reaching tools among them. The term "scaffolding" was developed by David Wood, Gail Ross and Jerome Bruner in 1976, which means self-control. It is the control and support of teachers while getting knowledge. Scaffolding approach is temporary, whereas it is for learners to solve problems that are above his/her capacity. It helps to clearly identify the object of the lesson. Scaffolding approach allows overcome challenges in comprehending materials. Without the right strategies, reading skills become boring for many [5].

Scaffolding doesn't last forever; it stops as soon as learners are able to perform tasks beyond their current abilities. The tutor's comments and feedback arouse and desire of learners to take responsibility for their education and create independence from the constant care of their teacher.

Reading is the main tool for human beings to acquire knowledge, it should take place in almost every lesson it occupies decisive place. English is taught as a foreign language in Kazakhstan, therefore learners can face with challenges while reading in English. The main factors of these troubles are lack of motivation and learners have not enough vocabulary in order to understand the concept of the text. They will find out challenges while reading especially academic text, because EFL learners aware of choosing right reading styles. According to some 205

scientific researches there found out that second language learners always confuse the style of reading, and it is not interesting so, they do not prefer reading. Among the causes of problems related to foreign language learning Scaffolding approach is decisive that the evolving reading strategies [6].

### Methods and materials

The current research study aimed to investigate role of Scaffolding approach on evolving reading strategies of EFL learners.

Therefore, following research studies related to the effect of Scaffolding approach on developing reading strategies analyzed and discussed.

Year	author	
2012	Bassiri	Investigated impact of Scaffolding approach on reading capabilities of Iranian learners'
2012	Safadi and Rababah	Analyzed effect of scaffolding on developing reading skills of secondary school learners
2017	Salem	The use of Scaffolding on enhancing reading skills of Egyptian learners
2018	Yusuk	Examined effect of ZPD based scaffolding approach on evolving reading comprehension
2019	Mojarrabi Tabrizi, Behnam and Saeidi	Use of hard and soft scaffolding approaches towards reading skills
2019	Hong	The role of Scaffolding on evolving reading skills
2021	Jufri	Developing learners' reading skills by using Scaffolding approach
2022	Yawiloeng	Investigated attitudes of EFL learners towards use of Scaffolding on developing reading

### Results and discussions

Some related to the previous research study on the role of Scaffolding approach on developing reading strategies of EFL learners' will be discussed below to highlight the effectiveness of Scaffolding approach to enhance learners' reading comprehension.

Bassiri in 2012 made a research study on topic "The impact of scaffolding as a strategy for teaching reading on the motivation of Iranian L2 learners", the objective of the current research study was to examine impact of Scaffolding on reading comprehension of Iranian EFL learners. In addition, it aimed to investigate effects of Scaffolding approach on motivation and gender differences. Iranian learners took part, and divided into control and experimental groups. Calculated results showed positive perception towards use of Scaffolding approach and learners' motivation to read. Mean scores demonstrated that, comparison to control group with experimental, experimental group's learners' attitudes was better than control groups'. The current research study was concluded as Scaffolding has positive effect on developing reading capabilities of Iranian learners. Moreover, it has affirmative perception towards motivation [7].

Safadi and Rababah in 2012 researched on topic "The effect of scaffolding instruction on reading comprehension skills". The current research study aimed to study the effect of Scaffolding on evolving reading comprehension of first and secondary school learners. Overall 107 female learners from Al-Ittihad school, learners who are studied four languages were selected and divided into two groups. The control group included 55 learners from two classes

while, 52 learners from two classes divided into experimental group. According to the statistically analyzed results of pre-test both group learners had equal level of English knowledge. Quasi experimental research method was used. In order to check level of reading skills of learners, two texts were selected purposefully for the second semester. The experimental group learners were taught by using Scaffolding instruction method, while by using traditional method was taught control group learners. Two variables like: independent and dependent were used. The independent was the method of using scaffolding instructions and traditional method, and dependent variables included five reading comprehension of participants. One-way analysis of co-variance (ANCOVA) was used in order calculate post-test results, and statistically differences between control and experimental groups. The Multivariate analysis of covariance (MANCOVA) was used to analyze differences between pre-test and post-test mean scores. According to the calculated results of the current research study presented that there were statistically significant difference between control and experimental groups, and in addition there were found difference between pre-test and post-test mean scores. Therefore, the recent research study concluded Scaffolding instruction has positive effect on developing reading capabilities of learners. It was recommended that Scaffolding approach be integrated into the EFL curriculum [8].

Salem in 2017 studied on theme “Scaffolding Reading Comprehension Skills”. The current research study aimed to analyze the role of using Scaffolding approach and its effect on evolving reading capabilities of learners from Egypt. The descriptive qualitative research design was used. In order to investigate usage of scaffolding strategies eclectic approach was used. In order to explore level of usage scaffolding questionnaire was utilized, which includes 28 items. According to the results of One-way analysis of co-variance (ANCOVA) were non-native English language tutors are not aware of using scaffolding strategies. And Egyptian learners felt confidence while using scaffolding strategies on developing reading skills. The current research study proved that affirmative effect of using scaffolding strategies on evolving reading comprehension of EFL learners [9].

Yusuk in 2018 researched on theme “Effects of zone of proximal development based scaffolding techniques on reading comprehension of Thai university students”. The research study’s aim was to examine effect of ZP based scaffolding approach on developing Thai university learners. Overall 48 freshmen learners participated from several faculties. Quantitative research design was utilized, questionnaire was surveyed among participants. The obtained data calculated by using program SPSS (Statistical package for social sciences). According to the results of t-test, post test showed learners’ positive attitudes towards ZPD based scaffolding approach on developing reading comprehension. Each of 15 questionnaire items presented affirmative effect of Scaffolding. The current research study concluded by proving positive effect of ZPD based Scaffolding approach on evolving reading comprehension. Some pedagogical implementations discussed [10].

Mojarrabi Tabrizi, Behnam and Saeidi made a research work on topic “The effect of soft vs. hard scaffolding on reading comprehension skill of EFL learners in different experimental conditions” in 2019. The objective of the recent research study was to inspect impact of hard and soft scaffolding on EFL learners’ reading abilities from Iran. The research study made in two different experimental situations like: symmetrical and asymmetrical. Overall one hundred and twenty Iranian learners participated, which are divided randomly into four experimental and one control groups. Each group contained 24 learners. Pre-test and post-test was used. After obtaining pre-test results, experimental group learners thought one of the intended treatments 20 sessions, and the same time control groups exposed by traditional class. At the end of course all groups were given post test. The findings showed that Scaffolding approach had an affirmative impact on reading skills of Iranian learners. In addition, soft scaffolding was not so effective than hard scaffolding. The current research study was concluded that, hard and soft Scaffolding had a conclusive consequence on developing reading capabilities of learners [11].

Hong and Nguyen studied on theme “Teacher beliefs and practices of Scaffolding students’ reading comprehension through questioning at pre-reading stage” in 2019. The current research study aimed to investigate role of Scaffolding approach towards reading comprehension. 207

Descriptive study identified tutors' beliefs related to Scaffolding approach. Quantitative and qualitative research study was used. Questionnaires, observations and semi-structured interviews were used in order to collect data and calculate results. 64 EFL teachers participated (44 females and 20 males). The findings of the current research study were positive that, tutors' beliefs was beneficial in helping learners in reading texts [12].

Jufri investigated "The Effectiveness of Scaffolding Model in Teaching Reading at Senior High Schools in Padang City" in 2019. The objective of the recent research study was to examine learners' capabilities of reading by using Scaffolding. 192 Padang learners from three senior high school participated. 64 EFL 64 learners selected from each school. Cluster random sampling techniques were used. Quantitative research design was utilized; questionnaire which includes 30 items was surveyed among control and experimental group of participants. According to the calculated findings showed that experimental group learners' reading comprehension developed better than control groups'. In order to present clear results t-test was calculated; results demonstrated that significant effect of Scaffolding on evolving reading skills of learners [13].

Yawiloeng researched on theme "Using instructional scaffolding and multimodal texts to enhance reading comprehension: Perceptions and attitudes of EFL students" in 2022. The current research study aimed to examine EFL learner's attitudes towards use of Scaffolding and visual aids to develop reading skills. Thirty-four university learners from Thai university were selected by using purposive sampling method. Three stages of reading: pre-reading, while reading and post-reading were conducted. The findings of this study presented that most of EFL undergraduate learners' attitudes towards use of Scaffolding was positive, and they believe that visual texts helped them to enhance reading abilities. The recent research study concluded as conclusive effect of Scaffolding on evolving reading comprehension [14].

## Conclusion

Reading occupies a significant place in the life of a modern person. With the help of abilities to read, we can enrich our knowledge, get to know the world around us more deeply, draw new modern ideas from texts. In addition, reading is always considered one of the most important means of human communication and knowledge of world culture. The term "reading strategy" refers to a set of knowledge, skills, the possession of which allows learners to understand the type, specificity and purpose of texts, navigate in the text, extract information at different levels, and use compensatory skills. Scaffolding is a strategy that allows a child or a beginner to solve a problem, complete a task, or achieve a goal that would be beyond his capabilities in the absence of help. Scaffolding is a temporary support. The current research study aimed to investigate role of Scaffolding approach on evolving reading strategies of learners. According to the analyzed and discussed research studies, the recent research study can concluded as the positive effect of scaffolding approach on developing reading strategies of learners. Therefore following suggestions can be presented:

- use Scaffolding approach in EFL classroom in order to bring up critical thinkers
- enhance using scaffolding in each lesson, to use scaffolding to develop reading abilities.
- learners consider their tutors as their mainstay. Therefore, scaffolding approach should used in any subjects to master academic skills of learners
- learners who are not native speakers surely face with problems while learning. Therefore, foreign language teachers should use learner-related contexts whenever possible, as this will help motivate learners to read.

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